AN EXPLORATION OF STUDENT AND FACULTY PERCEPTIONS OF A PHASE OF THE QUALIFYING EXAMINATION FOR THE DOCTORATE

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CHAPTER I

INTRODUCTION

Educational literature reflects an interest in the professional training of the educator. The many and varied functions that he may be called on to perform suggest the need for a program developing skills and abilities in many areas.

In the establishment of a program, the objectives provide the original criteria. In the continued development of an adequate program, the outcomes provide a second standard of judgment. The improvement of a program requires constant evaluation of its outcomes in terms of its objectives.

Literature examining the doctoral program in education is comparatively scarce. The study of professional education has been concerned largely with the undergraduate program. The bulk of professional publications contains material relating to the development of classroom teachers and administrators for the elementary and secondary public schools. The relationship of the master's degree to salary

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increments and local certification requirements has made the clarification of beginning graduate work difficult, and careful scrutiny of graduate study at the post-master's level has not been made. An area which has been particularly neglected is that relating to the evaluation of the outcomes of graduate training.

The professional degree of Doctor of Education is relatively new. The number of institutions awarding the degree has grown from six in 1930[1] to nineteen in 1934,[2] thirty-one in 1945,[3] and sixty in 1952.[4] The programs of many of these institutions are under study for continued development. Part I of the Fiftieth Yearbook of the National Society for the Study of Education is devoted entirely to a consideration of graduate study in education, treating both

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[1] W. S. Monroe, "A Survey of the Requirements for the Doctor of Philosophy in Education," School and Society, XXXI (May, 1930), 655.

[2] Theodore L. Reller, "A Survey of the Requirements for the Degree of Doctor of Education," School and Society, XXXIX (April, 1934), 516.

[3] Clifford Woody, Requirements for the Degrees of Doctor of Philosophy in Education and Doctor of Education (Ann Arbor, Michigan: Ann Arbor Press, 1947), 5.

[4] Lloyd E. Blauch, "Higher Education Programs," American Universities and Colleges, ed. by Mary Irwin (7th ed.; Washington, D. C.: American Council on Education, 1956), 58.

theory and practice of various programs. In general, the accepted program for the Doctor of Education degree includes the completion of certain course work, the successful passing of some form of a qualifying examination, and the writing of a dissertation.

The study is limited to the second of these steps: the qualifying examination. It is further limited to the general written comprehensive section--that phase of the qualifying examination which is common to all doctoral candidates of the College of Education of the University of Florida. The comprehensive examination is considered as a factor in the development of the educator, representing a goal and providing a learning experience. With this approach, consideration is given to the possibility of a test situation becoming an extrinsic goal, and to the relation of a test situation to desired learnings.

Significant evidence concerning the effect of the examination can be found in statements of individual perceptions of the examination by faculty members and students. This study is confined to an analysis of these statements by faculty members and students concerning the use of the comprehensive examination.

Need for the Study

The present testing procedure for the doctoral candidates in the College of Education, University of Florida, includes a general written comprehensive section as a part of the qualifying examination. Attempting the general oral comprehensive section of the examination, and continuing in the doctoral program are dependent upon the successful completion of the written section.

The development of certain competencies in the doctoral candidate is imperative both for the professional status that the degree represents and for the realization of the individual's potentialities. From a professional standpoint, it is necessary for a faculty to know how successful it has been in the development of these competencies. From an individual standpoint, it is necessary for a candidate to know how nearly he has attained the expected standards. The general written comprehensive examination has been used as one way of determining the level of competency reached, and of informing the faculty and candidate of his progress.

It is also important for the faculty to be concerned about the effect of the examination upon the candidate. The candidate's professional knowledge of research on learning

and anxiety provides a frame of reference by which he may evaluate the examination procedure. The doctoral candidate is in the process of clarifying his individual educational philosophy and reaffirming his commitment to the profession. It is necessary for a faculty, therefore, to recognize that an examination procedure may accomplish the opposite learning from that intended, or may be accompanied by undesirable concomitant learnings. The candidate's very awareness and sensitivity to the many factors involved in the learning process may be detrimental to his learning in this particular situation. It is necessary for the faculty to have information available concerning the candidate's perception of the examination and its effect.

The influence of the faculty member in the development of the doctoral student is not limited to the teaching of specific content, but includes also the reflection of professional beliefs. The candidate's perceptions of professional practices have a relationship to the faculty member's perceptions. It is necessary, therefore, for a faculty to be aware of perceptions held by other faculty members concerning the examination.

In short, there exists a need to collect information concerning both the faculty member's and the candidate's

perceptions of the examination and its effect; to determine
from the collected data the areas of agreement or conflict,
the areas of understanding or confusion; and to provide a
means of communicating this information.

Purpose of the Study

The study is governed by two basic assumptions:

1. In the interest of the profession, it is neces-
sary and desirable to maintain standards of excellence for
doctoral candidates, and to award the degree only to those
candidates who have met the standards.

2. In determining which candidates have met the
standards, it is necessary to make use of some form of
examination procedure.

Added to these two basic assumptions is a third:

3. The form of the examination procedure presents
a particular problem with doctoral candidates in education
because of the candidate's professional training in exami-
nation procedure, his knowledge of the learning process, and
his experience in making value judgments.

The purpose of the study is an exploration related
to the third assumption. The exploration is partial, since
the study deals only with the general written comprehensive

section of the examination procedure, chosen because this section is common to all doctoral candidates. More specifically, the purpose of the study is:

1. To collect statements of perceptions of the faculty members and candidates concerning the general written comprehensive examination.

2. To analyze the data to find areas and extent of agreement, areas and extent of understanding.

3. To report the conclusions to the faculty and candidates.

4. To suggest areas for further study.

Statement of the Problem

The problem of the study centers around two questions: What commonality of perceptions exists in the College of Education in relation to the comprehensive examination? How are the perceptions related to the individual's communication with others, his understanding of others, his behavior? Specifically, the problem is to test the following hypotheses based on the preceding questions:

1. Stated perceptions by faculty members and students of the purpose, the validity, and the reliability of the examination differ.

2. Stated perceptions by faculty members and students of the freedom of communication and the availability of information differ.

3. Stated perceptions by faculty members and students of the manifestations of anxious behavior, the causes of such behavior, and the attempts to alleviate it differ.

Limitations of the Study

Limitations of the study are determined by the purpose, and by the technique used for gathering data. The purpose of the study, centered on the doctorate in education, excludes the other colleges within the University. The difficulties inherent in the use of the interview for gathering data exclude respondents who are not presently in residence. Probably the greatest limitation of the study is inherent in any attempt to collect data on perceptions--the impossibility of determining an individual's perceptions, except insofar as he recognizes them and is willing to report them. Many factors govern the extent to which stated perceptions reveal actual feelings, and many of these factors cannot be controlled. For example, the interpersonal relationship of the interviewer and respondent is based upon

their perceptions of each other, which may, in turn, be based upon their previous experiences.

The data are presented with the following limitations:

1. The study is limited to the College of Education, University of Florida.

2. The study is limited to a period of approximately one year of examination dates for both the candidate groups anticipating the examination and the candidate groups completing the examination. The candidates anticipating the examination includedthose preparing for the attempt between June, 1959, and June, 1960. The candidates completing the examination includedthose making the attempt between September, 1958, and September, 1959. The data collection was limited to a period of approximately six months from April, 1959, to November, 1959.

3. The study is limited to data voluntarily and verbally expressed to the writer, excluding non-verbal communication (communication by gesture, facial expression, or tone of voice) and observational or projective interpretation.

4. The study is limited in the number of variables considered. The study considers six variables for the

faculty group and five for the candidate group. These variables correspond to the population group subdivisions listed on page 12.

Population

The data for this study are the individual stated perceptions relating to the general written comprehensive examination by those persons most concerned: the graduate faculty and the doctoral candidates. The population consists of a faculty sub-group and a candidate sub-group. It includes seventy-five cases with thirty-four from the faculty sub-group and forty-one from the candidate sub-group (see Appendix A).

The graduate faculty sub-group is composed of those members of the faculty who have worked closely with the doctoral program, either in an advisory capacity or as a writer and/or grader of the examination questions. The majority of the group are members of the four departments in which the degree of Doctor of Education can be earned: Elementary and Secondary Curriculum, Foundations, Administration, and Personnel Services. In addition, one member of each of the three special subject matter fields is included: Business Education, Industrial Arts, and Agricultural Education. The

group also includes members of the College administration
and graduate office as additional representatives of general
policy. There are no further criteria for selection within
the four major departments other than the voluntary partici-
pation of the faculty member.

The doctoral candidate sub-group is composed of
those students in the Advanced School who were preparing for
the examination or who had attempted the examination. The
group preparing are those who were anticipating the attempt
during the period beginning in June, 1959, and continuing
through June, 1960. The group having attempted the exami-
nation are those who made the attempt during the period be-
ginning in September, 1958, and continuing through September,
1959. The group is limited to those students who were in
attendance and available for data collection at some time
during the period of the study between April, 1959, and
November, 1959. There are no further criteria for the se-
lection other than the voluntary participation of the can-
didate.

The faculty sub-group is subdivided for study on the
basis of:

1. The department of instruction.

2. The professorial rank.

3. The kind of work performed on doctoral commit-
tees.

4. The kind of work performed with the examination.

5. The extent of experience in time with the doc-
toral program.

6. The extent of experience in other colleges with
the doctoral program.

The candidate sub-group is subdivided for study on
the basis of:

1. The degree and specialization area.

2. The number of attempts at completing the exami-
nation.

3. The distance in time from the anticipated at-
tempt of the examination.

4. The distance in time from the successful com-
pletion of the examination.

5. The announcement of results of the examination.

Collection of the Data

The data for this study are the statements of the
individual perceptions relating to the written comprehensive

examination. Individual perceptions are considered to be those comments, opinions, evaluations, feelings expressed in either an arranged interview or informal conversation. The major portion of the data was gathered through interview.

An interview was arranged with each faculty member and candidate. Such interviews were recorded on expendable plastic discs. Transcriptions of the discs were made by the interviewer, and at the completion of the study, the discs were returned to the respondent.

At the time when the appointment for the interview was made, the respondent was told the general nature of the study. He was not given specific questions, nor told to make any preparation. He was assured that the interview would be confidential and anonymous.

The interview was conducted in a location other than the office of the faculty member. The interview was focused in that it included definite subject matter, and was guided by a set of prepared questions. The inclusion of any question in the set used for an individual interview was determined by the status of the respondent in relation to the various population sub-groups. For example, the set of questions asked a candidate preparing for the examination did not include all of the questions asked a candidate

having completed the examination. The extent of detail of the question was also determined by the status of the respondent. For example, faculty members who had graded examinations were asked questions in more detail relating to the grading procedure than those members who had not. The major portion of the questions for all respondents was overlapping (see Appendix B).

The interview was nonstructured in that the organization of the questions asked was flexible and guided by preceding comments. The respondent was given an opportunity to comment freely. At the close of the interview, the areas covered were checked against an organized framework of the study to insure the inclusion of answers to specific questions.

Since the study was based on voluntary participation, some data were collected and recorded in writing, rather than by disc. The written record was made either at the time of the conversation or immediately following.

Treatment of the Data

The data subject to treatment were the verbal records in the form of discs, transcriptions of discs, and written records. The data were reduced for reporting by

classification and quantification.

     1. The data were classified in terms of their bearing on the stated hypotheses.

     2. The data were further classified by placing in groups or categories, or by placing along a range or continuum. The form of the question and the response determined whether a category or a range was used. The form of the question and the response also determined the content of the categories and the dividing points of the range. For example, categories were used for responses which fell into yes, no, and maybe groups. A range or continuum was used for responses to open-end questions.

     3. The data were classified by the total number of responses, and by the number of responses within the faculty and candidate population groups. The data were further classified by the number of responses in relation to pertinent variables. The variables to be considered corresponded to the population group subdivisions on page 12.

     4. The data were first reported by approximate proportions of the quantified responses. Then individual responses were reported in full, with the exception of those which were very similar. The similar responses were grouped. Data consisting of minority or dissident opinions were

reported as completely as majority opinions. No external criteria were used to determine the quality of the response.

Approximate proportions were used when data were available from one-half or more of the respondents. Data representing less than one-half of the respondents were reported by frequency. The number of responses referred to as "few" or as "several" was further indicated by the subsequent reporting of the individual responses. In the absence of such indication, "few" was interpreted as two or three responses; "several," as between four and seven responses.

5. The reliability of the classification and of the quantification of the responses was tested by two methods:

a. A recheck of the data was made after a lapse of time.

b. A partial analysis of the data was made by a faculty member with training in this technique.

6. The data were examined to identify extent and areas of similarity of responses between faculty and candidate population groups.

7. The hypotheses were examined in relation to the extent and areas of similarity.

8. The tested hypotheses were used as a basis for conclusions and recommendations.

Definition of Terms

The study repeatedly employs non-technical terms which commonly have a broad meaning. These terms are used more specifically in this study:

1. <u>Anxiety</u>.--A state of tension for which the cause is not clearly recognized.

2. <u>Candidates</u>.--Those students in the Advanced School who form part of the population of the study.

3. <u>Citation</u>.--The commending of the student for his performance on one or more areas of the examination.

4. <u>Examination</u>.--The general written comprehensive section of the qualifying examination for the Doctor of Education degree.

5. <u>Examination Committee</u>.--A sub-committee of the College Graduate Committee who supervise the preparation and administration of the examination.

6. <u>Faculty</u>.--Those members of the graduate faculty of the College of Education who form part of the population of the study.

7. <u>Perception</u>.--Stated perception, or the verbal expression of comments, opinions, evaluations, feelings.

8. _Specialist_.--A faculty member whose preparation and field of work lie within one of the areas of the examination.

9. _Student-specialist_.--A student whose doctoral program has emphasized one of the areas of the examination.

10. _Successful students_.--Those candidates who have successfully completed the examination.

11. _Supervisory committee_.--The individual student's committee of faculty members who plan his program, approve his dissertation, and administer the oral section of his qualifying examination.

12. _Unofficial source of information_.--Unwritten communications originating from sources other than the graduate office of the College of Education or the student's supervisory committee.

Description of Present Examination Procedure

The present examination for the doctorate in the College of Education consists of three sections:

1. A written comprehensive examination administered by the Examination Committee covering five areas: Administration, Social Foundations, Psychological Foundations,

History and Philosophy, Curriculum and Instruction. A sixth area, Research and Statistics, had been included until the examination given in June, 1959. Typical questions are included in this study in Appendix C.

2. A written examination administered by the student's department. The four departments offering programs leading to the doctorate are Administration, Curriculum and Instruction, Foundations, and Personnel Services.

For those students who have elected a subject matter minor, an additional written examination on the minor field administered by the minor department.

3. An oral examination administered by the student's supervisory committee covering any of the subject matter included in the written portions of the examination, any of the student's program, or any of the student's cognate field.

In previous years the three sections of the examination were taken concurrently. In other words, the student took the written sections of the comprehensive and departmental examination within a three-day period. After the results of the written sections had been compiled, usually within a period of two weeks, the student judged successful was given the oral section. A change in procedure was

authorized in September, 1958, allowing for the separation in time of the departmental or "special" section from the comprehensive section. For example, a student may now take the comprehensive section one semester or more preceding or succeeding the departmental section. The oral section is not given until the successful completion of all of the written sections.

The student makes application to the graduate office to be permitted to take the examination after he has completed approximately one year of work in the Advanced School. To be eligible, the student must have completed at least twenty-four hours of course work beyond the master's, passed the library usage test, and satisfied the research requirements. The application form is signed by the student's chairman, who signifies that he judges the student to be adequately prepared to attempt the examination. If the application is approved, the student is notified by the graduate office of the time and place of the examination (see Appendix D). Since May, 1959, a letter of information for the student has accompanied the approved application form (see Appendix E). Copies of previous examinations are available in the graduate office for the student to review.

The Examination Committee, a sub-committee of the College Graduate Committee, has prepared the comprehensive questions. The Examination Committee consists of six faculty members, serving for two or three years; they have been chosen to supervise the preparation and administration of the examination. The Examination Committee has chosen two faculty members from each of the five areas to serve as writers and graders of the questions (see Appendix F). An attempt is made to have one experienced writer from each area. Questions are submitted by the ten writers and are reviewed by the Examination Committee, who may accept them, reject them, make minor revisions, or return them to the writers for revision.

On a designated Monday and Tuesday, usually within one month after the beginning of the semester, the comprehensive examination is given. The student identifies his paper by a code number which is not available to the graders of the examination. The graders, who have also written the questions, now read and evaluate the papers separately. Graders are provided a rating sheet listing selected criteria. Each criterion is evaluated and marked on a grading scale, divided into five sections, indicating differing levels of performance. Each grader arrives at a final

rating on a summarizing scale. The final ratings are sub-
mitted to the Examination Committee, which compiles them and
makes a final decision on the adequacy of the student's per-
formance. The student is informed of the examination re-
sults by a special delivery letter from the chairman of the
Examination Committee, with a copy to the chairman of the
student's supervisory committee. Previous to June, 1959,
this letter also informed the student of areas in which his
work was judged commendable or weak. At the present time, a
letter with this information is sent to the student's chair-
man and to the head of his department. The decision whether
a student judged inadequate may attempt the examination a
second time is made by his supervisory committee.

For the successful student, the chairman now makes
arrangements for the oral section. After successful com-
pletion of the oral section, the student is told that he may
continue with his doctoral program. While he is completing
his course work, he selects and develops a proposal for an
original dissertation study. After an open seminar at which
he presents his proposal to the faculty, his committee ap-
proves his proposal. At this time he is officially admitted
to candidacy.

The construction and administration of the

departmental sections of the examination will not be in-
cluded in this study. Recent statistics on the performance
of students on the comprehensive written section are in-
cluded in Appendix G.

Organization of the Study

The study is organized into three groups of chap-
ters. The first group, Chapters II, III, and IV, will re-
port and analyze the stated perceptions relating to the pur-
pose of the examination, its validity, and its reliability.
The second group, Chapters V and VI, will report and
analyze the stated perceptions relating to communication
among individuals concerned with the examination and their
mutual understanding of behavior. The third group, Chapters
VII and VIII, will present the conclusions and recommenda-
tions of the study.

The chapters presenting data will contain three
sections: the data gathered from the faculty group, the
data gathered from the student group, and a summary and com-
parison of the two sections. Analysis and interpretation
will follow each section, or in some cases, each subsec-
tion.

CHAPTER II

STATED PERCEPTIONS RELATED TO THE
PURPOSE OF THE EXAMINATION

During the interviews on which this study is based, numerous respondents repeatedly prefaced their statements, or qualified their answers, by a comment similar to "It all depends upon the purpose of the examination." A listener to informal discussions among students regarding the examination will invariably hear guesses and suppositions about "what the faculty wants." Both of these situations indicate a need for clarification and communication of the purposes for administering the examination.

One of the questions included in the interview for all respondents was designed to elicit a response specifically stating the purpose. For the faculty respondents, a rather direct question was used. For the student respondents, it was sometimes necessary to rephrase the question to "What do you see as the faculty's purpose?" since the students are not the determiners of the examination procedure. Responses from both groups are reported in this chapter.

Later examination of the data revealed other

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questions and responses supplying information on procedures
which are an application of purpose. Since these additional
data appear to be most logically related to a consideration
of the examination's purpose, they are also included in this
chapter.

The first of these deals with the relationship of the
examination to the doctoral program, specifically to the
planning of the student's program. Responses in this area
indicate whether a discrepancy exists, or whether "the tail
wags the dog." Also related to the student's program are
two other questions: one on the scope of the examination,
as represented by the present five areas (Administration,
Curriculum and Instruction, History and Philosophy, Psycho-
logical Foundations, and Sociological Foundations), and a
second on the timing of the examination in the student's
program. When has the student completed enough of his pro-
gram of course work to be "ready"? Responses to these three
questions reveal opinions regarding the kind and integration
of knowledge desired.

The fourth of the related questions asks for ap-
proval of the present essay form or of a suggested so-called
objective form. Opinions here indicate the extent to which
the examination's purpose influences the form used.

The fifth and last of the related areas reports the advice given for preparation for the examination. Responses in this area reveal the practical application of an understanding of the examination's purpose.

Although the phraseology of the questions was altered for the status of the respondent, the gist of the questions remained the same. The responses of faculty and student groups to the lead question, and the five related questions are reported in this chapter in this order:

1. What do you see as the purpose of the examination?
2. Do you consider preparation for the examination in planning the student's program?
3. Do you approve of the present five areas? Would you add or delete any area?
4. Do you think the examination could be given earlier?
5. Would you approve of an objective examination?
6. How do you advise students to prepare?

Faculty Perceptions of Purpose

Stated Purpose of the Examination

Faculty responses in answer to the question "What do you see as the purpose of the qualifyings?" ranged from "measuring competency" to "a hurdle." The largest group of responses (over one-third) were termed the measurement of some sort of achievement; the next largest group (about one-fourth), the measurement of a kind of thinking. Some

others (about one-fifth) who termed the examination a
"screening device" seemed to see the examination as measur-
ing additional unspecified qualities. In addition, another
small group (about one-tenth) saw it as motivating the stu-
dent's study. Three faculty members said they did not know
the purpose.

The separate responses are reported here; since many
of the faculty respondents mentioned more than one purpose,
the number of responses is greater than the number of re-
spondents. The responses are reported in their original
phraseology with the exception of those which were very
similar.

Achievement.--The largest group of responses in-
cluded in their phraseology some reference to achievement,
to competency, or to mastery. The responses seemed to imply
that the completion of course work would result in this
level of achievement:

    To test competencies in broad areas. (Ten responses)
    To find general understanding and some insight into
      breadth.
    To demonstrate a grasp of material.
    To test knowledge of subject matter content.
    To give the faculty a chance to evaluate the learning.
    To measure the competencies that make the student quali-
      fied for his job.
    To discover whether the student has developed concepts
      and skills.

To indicate that the student has come a certain period
along the way, and to satisfy his committee that he is
now capable of the degree.
To find common background.
To determine how near the student is to the completion
of his training.
To indicate that graduates have a common ground, as-
suming a core.
To show that some course work has been absorbed.
A final examination. (Nine responses)

Intellectual ability.--The second largest group of

responses suggested that the examination measured a kind of

intellectual ability. This ability might be achieved

through the completion of course work, like the group above,

but the phraseology used did not include such specific

reference to achievement or mastery:

To help the faculty decide once more on doctoral quality,
but not on the basis of mastery of material, rather on
quality of thought.
To test some signs of thinking.
To insure integration of information in terms of appli-
cation.
To give an opportunity to organize and write.
To examine issues, to give one's personal conclusions.
To find an awareness of what it would take to answer the
question, without knowing the details.
To look for intelligence--unfortunately.
To discourage students whose thinking is not sufficient-
ly logical or sharp.

Other qualities.--The measurement of some other

qualities was suggested by comments dealing with "screening,"

or perhaps measurement with another intent:

To eliminate those who do not have the capacity to do
work of which the College is proud.

A check point for the screening process in reference to intellectual capacity.

An indication whether fit for the degree.

To separate those who have accomplished from those who haven't.

A final screening, both intellectual and achievement.

To have an excuse to turn down someone not capable, a good stopping point.

To screen those emotionally unstable, who are unable to stand the strain and think clearly.

An acceptance test, since students have no security earlier.

The hurdle idea was mentioned, with the implication that qualities usually not named were being measured:

A necessary hurdle for the degree—that's all. (Three responses)

To make it difficult to get a doctorate—this the students recognize.

Motivation.—The few faculty members who believed that the examination had a motivating or directing purpose stated:

It is a focusing point for all preparation, a center of direction.

It provides motivation not to neglect any area.

Its primary purpose is as a motivating factor for study and reading, necessary for integrating and breadth.

It makes students review, codify, summarize, extend their knowledge.

One faculty member summed up by saying, "A happy medium; it does all things," while another stated, "I don't know its purpose. I hate to answer. I've been trying to figure that out myself."

The wide range of stated purposes justifying the

examination may indicate either one of two situations:
first, that the faculty is in wide disagreement about the
purpose of the examination; or second, that the faculty is
using the examination as a "happy medium," fulfilling all
purposes. Probably both of these statements are partially
true.

Most of the responses listed above need further
definition and clarification before they can be used as an
indication of specific purposes. For example, what is the
"competency" so often mentioned? the "quality of thought"?
the basis for screening? and the obstacle to be hurdled?
For some faculty members, competency is synonomous with a
final examination over the doctoral courses; for others, it
is not. For some, screening is intellectual; for others it
is emotional.

Only one faculty member suggested that screening of
the emotionally unstable might be an acceptable purpose of
the examination, but perhaps this was also the reasoning of
the respondents who said "an excuse to turn someone down"
and "to make it difficult to get a doctorate."

A comparatively few members of the faculty mentioned
that the examination might have a purpose for the student
and a value to him that he can recognize. Perhaps the

faculty had become blind to purposes other than its own.
Perhaps the faculty did not believe that the examination
might have a motivating value for the student's study—or
that this motivation was a good thing.

It should be remembered that these comments of the
faculty were in answer to a question relating to the purpose
of the qualifying examinations as they are supposedly used
in this College. They were not answering what they felt
that the purpose _should_ be. There was evidence that many of
the faculty felt that the purpose _should_ be different, as
shown by their volunteer comments and the use of the intro-
ductory phrase "supposedly." Many of these comments were
related to problems outside the scope of this study; for ex-
ample, the need for diagnostic instruments at entrance, and
for the study of the actual doctoral program. These com-
ments are included in this study in a later chapter on sug-
gestions.

Consideration of the Examination in
Planning Individual Programs

Extent of consideration.--Faculty members took ex-
treme positions on the extent to which the examination was
a factor in their planning of the student's program, or the
extent to which they thought that it should be. The

majority of the faculty (about three-fourths) stated that

they did consider the examination; their comments indicate

the extent of their consideration:

> I keep in mind. Course notes help in review preparation.
> The student may audit some courses.
> I do not advise particular courses, rather work in test
> areas. Students make a conscious effort not to ne-
> glect courses in these areas.
> In the sense of developing the student, but not for
> facts.
> Never with expressed reference, rather with reference
> to the dissertation or his work. The program should
> have a relationship.
> I consider the examination, as well as the competencies
> the student needs. His preparation could be by read-
> ing.
> Not in specifics, but the examination should be related
> to the program and reveal weaknesses in it.
> Sure, but not in every case and maybe by reading. The
> student is the victim of very poor guidance if he
> doesn't have courses that lead to competency in test
> areas.
> Yes and no. The major concern is with preparation for
> the job.
> I think the examination is considered. I have mixed
> feelings. The examination should be broad, but not
> seen as regents.

Reasons.--Some of the volunteer comments were rea-

sons for considering the examination:

> The student has to have some fairly specific types of
> information to give validity to his arguments and de-
> fend his position.
> Requirements for the degree are basic courses for the
> examination.
> The needs of the student should come first, but it is
> necessary to have the basic understandings of the
> foundation courses.
> I approve if both the examination and courses are for
> breadth, but I prefer to think of course work

differently--not just preparation for the examination. The program should be planned in terms of the student's plans, but is is a practical matter to include foundations.

Dissatifaction.--In other comments, there was a suggestion of disapproval of the examination, or of a dichotomy between the examination and doctoral program goals:

I hate to see students chewing up a high percentage of their program with courses getting ready for the examination, rather than working on special interests.
The student is handicapped unless you do.
The student may fail the general examination without certain courses.
There is a tendency to plan for specific courses as well as areas.
You have to. This is one of the unfortunate things about our program. No general examination should be that important.
It is a practical matter for the student. The job of the adviser is to get him ready ideally for a job, but first for the examination.
The examination has to be considered. It is necessary to take courses for the examination.
You can't help it.
You have to.

and a suggestion that the instructor should be considered:

Course work will give the student the philosophy of the instructor. If he could get it from reading, there would be no point in course work.

Future needs.--A minority of the faculty (about one-sixth) stated that they did not consider the examination in planning the program, but rather the student's background, needs, and goals.

It is obvious from faculty responses that they

considered the examination when planning the student's pro-
gram; what is not obvious is whether they did so willingly.
Significant responses here are those that use the phrase
"have to" and "practical."

Whether faculty members did so willingly or not
seems to depend on their concept of what preparation best
enables a student to succeed on the job; and following from
this concept, their acceptance of the present doctoral
preparation. If a faculty member believed that later suc-
cess on the job is aided by the competencies measured by the
examination, it would seem that his function as student ad-
viser would be fairly easy. On the other hand, if he did
not believe that success is aided by these competencies, he
was in a rather difficult position. He saw his responsi-
bility for guidance in terms of his interpretation of stu-
dent's needs, and yet he was forced to accept the College's
interpretation of student's needs.

The faculty member who found it difficult to accept
the College's program may be an individualist, valuing his
personal judgment above the College's. On the other hand,
his work may be in a developing field with new problems not
adequately considered by the existing organization. An or-
ganization's framework, governed by tradition, is slower to

adjust to changing demands. In other words, it seems logical that faculty members whose work lies within the traditional pattern should find it fairly easy to accept the examination, while faculty members whose area of work is emerging should find it more difficult to decide their emphases in guiding the student.

There seems to be an implicit assumption shared by the minority of the faculty who stated that they did not consider the examination: that developing the student by meeting his needs automatically prepares him for the examination also. For this group, the individual needs, the program, and the examination appeared to be the same. A larger proportion of the faculty did not see this happy union. The division might seem so great to some of them that it was necessary to include in the student's program, not only areas, but specific courses, and even specific instructors.

Approval of the Scope of the Examination

Faculty members found it necessary to qualify their answers relating to the scope of the examination as represented by the present five areas. Most of them (about nine-tenths) accepted breadth as desirable, but questioned

the depth of knowledge needed in each area. The statement
"The questions should not be specific" was repeated. Other
comments:

> We try to do everything with one examination.
> This examination could be given at the end of the Master's program.
> There should be concern for the context of the answers.
> Specialists could be excused from taking the general in their field.

Several commented on the manner of dividing the examination
into areas:

> It doesn't really make any difference how knowledge is sliced up.
> The five areas are really more.
> One question could cover two or three areas.
> Divisions would not be necessary if questions were problem-solving.
> Divisions and time allotments are unreasonable.

Adding or omitting areas.--There was some concern
about the omission of the guidance area, and about the in-
clusion of the administration question. Three faculty mem-
bers recommended considering adding guidance to the scope
of the examination, and eleven faculty members, omitting
or minimizing administration. It was felt that not all stu-
dents needed competency in administration, particularly
those going into college teaching. Other specific refer-
ences to administration:

> Administration is difficult to test outside of its field.

Administration often tests just common knowledge.
The administration question should not be specific.
I do not approve of a hard administration question.

There was some concern also about the number of
questions within the foundation area, but faculty opinion
was divided here. Five faculty members favoring the weight-
ing of the foundation area stated that it was the core, with
one member suggesting it should have greater weight. Six
faculty members objecting to the emphasis on the foundation
area argued that it took time from needed specialization.
One faculty member suggested that there were four major
areas: administration, curriculum, foundations, and gui-
dance.

Passing by average.--Two follow-up questions were
asked relating to the unification of the five areas:
"Would you have the five areas passed or failed as a unit?"
and "Would you have the failing student retake all areas,
including those in which he may have done well?" Faculty
responses here were not consistent. In answer to the first
question, more than one-half of the respondents felt that
the examination should be passed or failed as a unit. In
answer to the second question, more than one-half were un-
decided. There was a small minority (about one-sixth)

answering both questions who would approve the passing or failing by separate areas.

To the faculty, the division into the five areas appeared to be a relatively unimportant matter of procedure. The important factor which did concern them is the scope within each area, and the degree of specificity of knowledge expected. There seemed to be concern also for a synthesis of the questions, as evidenced by the suggestions that one question could cover more than one area, and that divisions would be unnecessary with problem-solving questions.

This reference to the synthesis of the question may be a reflection of a more basic concern: the wisdom of having the questions written and graded by specialists. There was a suggestion that it may be difficult for a specialist to grade non-specialists without comparative judgment. This suggestion may be related to the proposal that student specialists be excused from taking the general examination in their field.

Probably the comments about the inclusion of the administration area and the omission of the guidance area stemmed from faculty perceptions of the changing demands upon the preparation of the doctoral student. The traditional doctoral program assumed that the student would be

working in public schools where some knowledge of adminis-
tration would increase his effectiveness. This knowledge
loses some of its value when the student is being prepared
for college teaching where administration has become more
highly specialized. The comment that the administration
question tests common knowledge suggests that this area has
become one of human relations; and, if so, the area may or
may not be best tested by administration specialists. The
traditional doctoral program made no provision for guidance,
and has not adjusted to the increasing emphasis upon this
area. A logical argument could be presented that a stu-
dent's effectiveness might be aided by a knowledge of gui-
dance, as much as by a knowledge of administration.

The problem of the amount of emphasis to be given to
the foundation areas is based first upon the acceptance of
the assumption that there is a common core of general pro-
fessional training. The more immediate problem appears to
be an outgrowth of the demand for greater specialization in
subject matter in some areas. The problem becomes acute in
areas where demands for specialization are greater; again,
college teaching. Faculty members who objected to the
weight given the foundation area did not see the area as

without value; rather their concern was with the kind of preparation which the student _most_ needs.

It may be significant that there was no faculty mention of the curriculum area. Perhaps this knowledge was felt to be essential, or perhaps passing this area had not been a matter of importance.

The faculty tended to believe that there was a synthesis among the areas, and among the competencies that the student has developed; and that, therefore, the examination should be passed or failed as a unit. They seemed to question this belief, however, when applied to the student retaking the examination. It is possible that these questions were not clear to the faculty, and hence their inconsistency in their answers; or it may be true that they had not extended their thinking about the requirements for passing the examination to the relatively few cases of failing students.

Timing the Examination within the Individual Program

Another question on which the faculty was divided is when the examination should be given in the student's program. The difference of opinion within the faculty seemed to rest upon the extent to which they believed the

examination tested course work, and the extent to which they believed that it was possible to screen a student before his course work.

Giving the examination earlier.--About half of the respondents felt that the examination could be given earlier. Their reasons dealt with the desirability of early screening, of relieving student anxiety, and of aiding planning. Typical comments were:

> If this is for screening, the student has a right to know fairly early.
> Failure is devastating after a year of study.
> We spend most of our time just getting ready to take it to get it over with.
> It should be earlier in foundations to relieve anxiety so that it is not a major stumbling block.
> Students put off because of fright. I would force them to take it earlier for more relaxed study later. Postponing takes undue energy and concern.
> It is now a hurdle when too late to plan. The student should be accepted by his department earlier.
> It could be earlier as a guide.

Of the remaining half of the faculty who felt that the examination could not be given earlier, several conceded that the special area might be earlier. However, this group appeared to rely on the completion of courses to prepare the student for passing the general section:

> There is need for continual broadening.
> This would be testing him before he has had an opportunity to learn. It is difficult to test different backgrounds at entrance.

He needs the competencies developed in courses.
After a year of study, the student is better prepared
and knows the faculty.

Several statements in both of these opinion groups
were qualified by "It all depends upon the purpose," or "as
the examinations are used here." Several faculty members
volunteered the suggestion that there should be similar
testing situations earlier, and opportunities to defend po-
sitions orally.

Separation of general and special.--The faculty was
close to agreement on a second question relating to timing:
the separation of the general and special examinations.
Nine-tenths of the respondents approved the separation. Of
this group, however, several specified that the general
should come first, while others would approve only if the
special came first, and this only because of job situations.

The reason given for objecting to the separation by
one respondent was the violation of the function of the
examination as a unifying experience. Another faculty mem-
ber questioned how much separation in time was allowed,
saying "I need information."

It is logical that if the faculty did not agree on
the purpose of the examination, it could not agree on the
timing of the examination. Faculty opinion here was also

affected by the extent to which they believed that areas of study, or specific courses, are necessary for passing the examination.

Objections to the timing of the examination suggest the same dichotomy between the examination and doctoral goals which appears in faculty responses to other questions. Again there is the idea of compulsion in the phrases "getting it over," and "major stumbling block." Faculty members who viewed the examination in this way probably have a problem in advising the student when to take the examination, or even in deciding when he is "ready."

What is implied in the statement, "After a year of study, the student knows the faculty"? Can the timing of the examination be determined by the extent of interpersonal relation with the faculty?

The faculty's stand on the separation in time of the general from the special area examination may stem from their recognition of the increasing demands of specialization, and the enlarging "common core," or their action making such separation possible might have been an attempt to alleviate physical exhaustion.

Approval of the Examination Form

Faculty respondents (about four-fifths) generally accepted the present essay form of the examination in preference to a more objective form. This acceptance seems to be in line with the examination's purpose of measuring "organization." Comments disapproving of objective questions indicate what the faculty seems to be looking for:

> I look for organizing.
> The doctoral student should be made to organize.
> It is difficult to show unity and application with objective questions.
> You don't learn enough about the student. It's not fair.
> We need to analyze ability to express, and the breadth of knowledge.
> Facts and figures tend to drown out thinking.
> The objective examination doesn't serve the same function.
> The objective examination wouldn't show what we're looking for.
> The objective examination wouldn't show writing ability.
> The objective examination gets at more factual information.
> It depends on what we're looking for.

A few faculty members maintained that an objective examination could be designed which would test organization, but that it would be difficult to construct. Several others commented that it would be difficult to improve on the Graduate Record Examination or develop adequate norms.

Although the faculty would be opposed to the

substitution of an objective form for the present essay form, several faculty would recommend the addition of some objective questions as a complement.

Faculty opinion on the form of the examination appears to depend on two assumptions: first, that one of the primary purposes of the examination is to measure writing and organizing ability; and second, that this ability can be measured only by essay-type questions.

The responses reveal the faculty's emphasis upon the ability to communicate in writing. The faculty was almost unanimous on this factor, and yet in their earlier statements of purpose, they do not mention writing ability with anything like the frequency shown here. If this ability to communicate in writing is so important that it dictates the form of the examination, should not this quality be openly recognized as one of the examination's specific purposes? and should it not be a primary factor in the student's preparation?

Advice for Preparation for the Examination

Faculty responses in answer to the question "How do you advise a student to prepare?" covered a wide range.

The most frequent answer (more than one-third) referred to a kind of organization and thinking—sometimes expressed negatively as an "anti-factual" approach. Other repeated answers (less than one-third) dealt with recommended readings, with completion of course work, with the study of old examinations, and with the knowledge of "points of view" of department and grader. A smaller group of responses (about one-fourth) dealt with the physical and psychological preparation for the ordeal.

The separate responses are reported here; since many of the faculty respondents mentioned more than one advisable method of preparation, the number of responses is much greater than the number of respondents. The responses are reported in their original phraseology with the exception of those which were very similar.

Improvement of thinking.--The faculty used varied phrases to advise the student how to improve his thinking. These were typical suggestions:

Unify all readings, notes, apply across the areas.
  (Three responses)
Begin preparing when you start graduate work.
Make clear to yourself a vast realm of knowledge.
Improve your own scholarship.
Explore points of view of knowledge.
Develop a continuity of thought.
Reflect, create logical structure of thought.
Clarify experiences and organize.

Develop some kind of organization. (Three responses)
Be clear on areas.
Relate actual information.
Meet the question logically.
Analyze your own weaknesses.
Concentrate, focus, don't spread out too thin.
Review, but not for facts.
Work for meaning, not facts.
Imagine questions and explore answers.

Some suggestions were more specific:

Practice outlining.
Practice organization. (Three responses)
Try writing answers and making outlines.
Plan out support of some issues.
List the principles in each area and the research that
    supports them.
Be ready to present evidence for your answers.
Practice reading a question and answering, not evading,
    it.
Read a few things carefully, rather than many super-
    ficially.

Advice on the improvement of thinking and organizing might

be negatively expressed.

Don't cram.
Don't try to get a canned answer.
Avoid memorization and segmented or specific material.
Do not be concerned with facts.
Avoid frantic search for facts, cramming, last-minute
    reading.
Don't try to beat the game.

Sources of information.--The second largest group of

suggestions that the faculty thinks helpful in preparation

dealt more specifically with sources of information. Of

these, readings of some sort were mentioned most frequently.

These readings might be designated as:

    Recommended books. (Eight responses)
    Bibliographies from faculty.
    Good surveys.
    Classic references.
    Best reading sources from the usual teachers.
    Material for overview from professors.

Whatever the designation, the implication was that the stu-

dent should get this information from the faculty. In fact,

some respondents stated, "I tell my students to go to the

top men in other areas, and ask them what they should read."

        Faculty members viewed old examinations as another

source of information, although this information may be more

related to "test-wiseness" than to factual knowledge. Some

faculty members saw them as helpful for practice in organi-

zation.

        Completion of courses.--A few faculty respondents

mentioned the completion of courses, and the inclusion of

specific courses as necessary preparation. The necessary

information here may relate to the department, or to the

professor:

    Try to see the situation in other departments.
    Take definite courses for professor's viewpoint.
    Find out what the faculty thinks.
    Cling to the party line.
    Talk to the professors who may write and grade.
    Find out who's writing and grading. (Three responses)

        Other preparation.--Another group of faculty re-

sponses dealt with physical and psychological preparation.

In direct contrast to the preceding advice, seven faculty specifically stated:

Stop worrying about the point of view of faculty.
Forget about who's writing the question.
Use your own judgment, don't try to satisfy any particular faculty.
Write what you believe, not what you think the faculty wants you to.
Don't try to outguess the faculty.
Avoid using old examinations to spot writers, rather than studying material.

Other comments that appeared once or twice:

Answer honestly, even if revealing lack of information.
Gripe with other students.
Talk informally with peers and faculty.
Don't allow yourself to get panicky, lead a balanced life.
Get a good night's sleep, don't worry, don't try to learn everything.
Get psychologically set for the examination by being alone and thinking.
Relax the week before.

Group study.--The faculty was divided on whether the student should prepare himself by studying in groups or alone. Some of those advocating group study saw it as a means of adding information:

Study in seminars six months before, draw up bibliographies; a mechanical process.
Work in groups, compare notes. (Five responses)
Form committees and study together, prepare abstracts.

Group study might have another value, if the graders use comparative judgment:

Study in groups, because it's more fun, and you know
what the other fellow knows.

Some faculty members saw group study as a source of anxiety:

Study by yourself, you pick up stress from others.
Study alone, Discussion with others is all right
earlier.
Depend on yourself.
Avoid too much interaction and sharing of trivia.

One faculty member suggested that students may fail
because they are overprepared and cannot express themselves
reasonably. Another said, "I haven't given much advice--
probably a mistake considering how important they are."

The various suggestions by the faculty for prepara-
tion indicate their differences in perceptions of the exami-
nation's purpose and what it measures. Sincere and thought-
ful though they may be, the suggestions are bound to be con-
fusing to the preparing student.

The problem of giving helpful advice to the preparing
student is particularly difficult for the faculty member who
does not know the student well, or is not presently teaching
him. The two most common suggestions--those of improving
thinking and organizing, and of recommended readings--would
seem to require either faculty knowledge of the student, or
contact with him.

Before the student can profit from the faculty

advice that he improve his thinking and organizing, he needs
to know what is the matter with his present thinking. Fac-
ulty members use such phrases as to unify, to clarify, to
construct logical thought, but how does the student know
when his thinking is sufficiently clear or logical? Someone
capable of judging must tell him. Supposedly the student
gets some indication of his thinking from his grades in his
courses, but there are loopholes here. The professor's
evaluation certainly depends on the extent to which the
course work requires logical thinking, and on his own work-
load which gives him the opportunity to measure it. The
value of the advice to improve organizing and thinking
would seem to depend, therefore, upon the opportunity that
the faculty has to implement the advice by careful and crit-
ical reading of the student's present writing. This follow-
up would require time either from the student's advisors or
from his professors.

Before the student can profit from the faculty ad-
vice that he read certain texts, the faculty member needs to
know the student's background and what he has already read
to advise what he _most_ needs to read. For the student who
is advised to see the important men in each department for
this information, the list becomes long and perhaps

contradictory in the readings emphasized. Also the student has to guess who the important men are. For his particular purpose, they are the graders of the next examination, regardless of their College position.

The suggestions that the student find out what the faculty thinks, and that he cling to the party line are interesting. Is this "faculty" the faculty as a whole, or each individual member--particularly the graders? and is this "party line" a College line, or a department line? The student was also cautioned to find out who is grading. What skills are required of a student to get this information?

The faculty apparently was split into two camps on three areas: first, to emphasize organization or to emphasize content; second, to identify the grader or to ignore his identity; and third, to study in groups or to study alone. The first is a matter of emphasis, and the student can accept both kinds of suggestions. He is able to compromise on the third also, and study both with a group and alone. More of his confusion would seem to center on the faculty division relating to the attempt to identify the grader. It is difficult for the anxious student, with so much at stake, to listen to this conflicting advice.

Student Perceptions of Purpose

Stated Purpose of the Examination

Student responses in answer to the question "What do you see as the purpose of the qualifyings?" covered a wide range from "a final" to "a joke." The largest group of responses (about one-third) can be termed the measurement of some sort of achievement; the next largest group (about one-fifth), the measurement of a kind of thinking. Some students (about one-sixth) who said the examination "weeded out," "separating the sheep from the goats," seemed to see the examination as measuring additional unspecified qualities. In addition, some students (about one-tenth) saw the examination as a motivation for synthesis of the program. Ten students said they did not know the purpose. Many students prefaced their response with "the faculty says" or "presumably."

Like the faculty respondents, the student respondents mentioned more than one purpose. Since their responses are also reported separately, the responses which follow outnumber the respondents.

Since there was a similarity in the responses of the students preparing for the examination, and those who have

completed it, their responses are reported together. The
letter "B" before a response indicates that it was voiced by
a student preparing for the examination; the letter "W," by
a student waiting for test results; the letter "R," by a
student retaking the examination.

Achievement.--The largest group of responses in-
cluded in their phraseology some reference to achievement,
to competency, or to mastery. The responses seemed to imply
that the completion of course work would result in this
level of achievement:

To show broad general knowledge in all areas. (Thirteen
responses, including seven "B")
Supposed to test general knowledge, but woefully inade-
quate.
Supposed to measure proficiency in six areas.
Assumed to be a real expression of learning, and maybe
it is.
To evaluate the student.
To find competent students.
B-To test breadth supposedly, but impossible on one
question.
B-To test sophistication in literature.
B-The faculty sees as a measure of what students got out
of the program.
B-Presumably to find the capable and scholarly--a fal-
lacy.
B-To test general knowledge of research.
B-To find competent individuals to represent Florida and
to answer attacks.
B-The faculty says to raise standards.
B-So the faculty can measure in some degree their prod-
uct, the kind of person produced.
B-Necessary for the degree. I wouldn't have a degree
without one.

To test a variety of things. Some areas test subject
matter only.

Not really a qualifying, but a final. Apparently course
work is very helpful. (Three responses)

Intellectual ability.--The second group of responses

referred to the examination as measuring a kind of intellec-

tual ability. This ability was most often termed an abil-

ity to organize:

To organize, relate and identify significant aspects.

To discover intellectual ability and an educational
philosophy sufficiently integrated to be a pattern of
behavior.

To test synthesis, crystallization and cross-departmen-
tal application.

To organize, rather than to show knowledge, because of
time limits.

B-Aptitude rather than achievement.

B-Method of attack, attitude, freedom of mind, willing-
ness to discuss issues without positive answers.

B-To test the ability to apply principles.

B-To test the ability to organize in a short time.

B-To test scholastic ability.

B-To measure thinking on your feet.

B-To find consistency of thought.

B-To show the ability to think clearly, to write, to de-
fend and apply.

B-To give a chance to think, to logically reason and or-
ganize. The solution does not matter, rather the ar-
gument.

B-The faculty reasons that it tests organizing and
thinking.

B-To show a consistent philosophy and how to implement
it, but I'm not sure the examination does measure
this.

B-To show academic ability rather than specific knowl-
ege.

Other qualities.--The measurement of other qualities

was suggested by responses dealing with "weeding," or the

intent of measurement:

To qualify you to work on a doctoral program.
To weed out those who aren't familiar with the material.
To weed out those who can't stand the strain.
To have an obstacle to discourage.
A barrier sorting out those who can take it psychologi-
  cally as well as intellectually--probably a good
  thing.
I don't know. The stated purpose is to screen, to elim-
  inate the unfit.
I don't know. An obstacle, I guess.
To satisfy the need for an examination.
The real purposes have been lost. It is now a formality
  from tradition, like many obstacles in graduate work.
A joke. Something that we have to do. A game we play--
  they make the rules, and we learn them.
The purpose to me is not clear. (Four responses)
Damned if I know.
B-To separate the sheep from the goats.
B-A weeding out. I don't know if any drop out because
  of this or not.
B-To test endurance. (Two responses)
B-Necessary for name of doctor.
B-Necessary for the College to measure the individual
  and for standards.
B-The College must have standards and some kind of
  examination.
B-To screen, but it doesn't screen a kind of person.
  Some doctors I would not want to teach in my school.
B-One big hurdle.
B-I don't know. Perhaps something entirely different.
  (Two responses)
B-I'm perturbed. It seems pretty stupid.

  Motivation.--Some students believed that the exami-

nation had a motivating purpose for review:

To get the student to review.
To review and synthesize.
For the student, to gather information and see interde-
  pendence.

B—An extremely important part of the program—to culmi-
   nate and synthesize.
B—To give an opportunity to pull information together—
   if the graders judge this!
B—To synthesize, integrate and organize, particularly an
   understanding of the College philosophy.

One student who had successfully completed the exam-
ination stated "Perhaps we have the wrong name for the exam-
ination"; another, "Perhaps breadth and the ability to write
may be good excuses for the examination"; and a third, "I'm
not sure of the real purpose, and I'm not sure that anyone
else knows either!"

Student responses show that there is little differ-
ence in the pattern of the responses of the students before
and after the examination with two exceptions: first, the
students preparing for the examination mentioned the mea-
surement of a quality of thinking more often than did the
students having completed the examination; and second, a
greater proportion of the students having completed the
examination stated that they did not know the examination's
purpose.

The students preparing for the examination were not,
of course, speaking from direct experience with the exami-
nation; they were rather reporting what had been told to
them. Presumably much of this information had come to them

from their faculty advisers. Perhaps the measurement of a
quality of thinking was one of the purposes most often men-
tioned by the faculty. On the other hand, the successful
student, speaking from his own experience with the examina-
tion, might not have felt that this quality was measured;
or, at any rate, measured to the extent that he had been led
to think that it would be. He might not, of course, be an
adequate judge of his own performance in this respect, and
he might not know the criteria for judging his performance.

It seems most significant that successful students
stated that they did not know the purpose of the examina-
tion. The majority of the responses came from students who
had completed the examination from six months to a year
earlier, and were now very near to the conferring of their
degree. The lapse of time seems to add to the significance
of their responses; in other words, the students speaking
had had time to remove themselves from the immediate anxiety
and resentment of the examination ordeal. It is possible,
however, that their responses indicate simply a lack of con-
cern with the examination and a lack of thought about it.

It should be remembered that the students were
voicing what they felt were the faculty's purposes for the
examination, whether they explicitly prefaced their remarks

or not. That many of the students would not agree with
these purposes was shown by their volunteer comments. Many
of these comments were related to problems outside the
scope of this study; for example, the need for earlier diag-
nosis. These comments are included in this study in a later
chapter on suggestions.

Consideration of the Examination
in Planning Individual Programs

Extent of consideration.--Students were divided in
their opinions about the extent to which their advisers
consider, or should consider, the examination in their
planned program. Students preparing for the examination
were divided about equally in their opinions about the ex-
tent and wisdom of planning an individual program in terms
of preparation for the examination. A greater proportion
(about two-thirds) of students who had completed the exami-
nation stated that their advisers did not consider the
qualifyings in planning, and that they should have.

Students who felt that their advisers had planned
with the examinations in mind commented:

    The chairman plans the program in order for you to pass
    the test.
    It was planned when I would take certain courses and the
    examination.

They told me I could audit some.

B—The examination was in the back of our minds.

B—Definitely. One course was changed specifically. It seems that everything I do is pointed toward the examinations.

B—My committee was not explicit, but I was considering them.

B—I talked openly, and one committee member did also. The others seemed to be considering my specialization.

B—My counselor said 'You must pass them,' and other courses seemed incidental.

B—Although not mentioned, they were considered, and too much so.

B—I'm fortunate. I have so many hours and courses that I don't need a study plan for the examination.

   Dissatisfaction.—Comments similar to these above

were stated by those students who felt that their advisers

should have considered the examinations in planning:

The examination has to be taken into account.

I was in a bad spot because some of my courses were taken at another school.

They should consider the examinations more seriously.

With as much emphasis as the examination has, the faculty sure should.

If the student plans his own program, then it's his business. But if his adviser plans it for him, and he fails the examination, the student has every right to blame him.

B—Part of their duty is to give me the lowdown.

B—I feel sorry for the students with fewer hours than I have. They have to read alone, or have no one to set up their program for them.

B—I don't think they mentioned it, and I hadn't waked up to the examination as a big thing.

B—I had to ask even the areas of the examination. No one on the faculty has tried to warn me or tell me what it's all about.

   Future needs.—Another group of students believed

that their program had been planned in terms of future needs:

It was planned for larger objectives.
They don't always do a good job of preparing for the
examination. Often they plan for the job.
B-The over-all program and the examination overlap.
B-Emphasis was on my development.

This emphasis upon individual development and future

needs was given by several students as the reason why the

examination should not be paramount in planning:

If you only consider the examinations, you do not take
courses of interest or benefit.
At the time, I thought they should be considered, but
not now. I'm glad that I didn't take any more courses
that I didn't want.
B-The more logical approach is to plan for the indi-
vidual, but this is dangerous.
B-My chairman says that the examination doesn't test
courses--I don't know, maybe it does.
B-If I were the faculty, I'd recommend broad courses
anyway, but I wouldn't say that it was to pass the
examination.

Two students stated an unusual arrangement:

I took all my courses and then planned my own program.
I planned my own program. I took several courses in
foundations to find out what they want around here.

Specific courses.--In responding to the questions

relating to the planning of their programs, several students

mentioned specific courses which had been added to their

program, or which they felt should have been included.

Therefore, a follow-up question was directed to the stu-

dents: "Were there any particular courses that helped you

in preparing for the examination?" Students preparing for

the examination listed EDF 610, Democracy and Education;
EDF 620, Socio-Economic Foundations of Education; EDF 643,
Educational Psychology--Learning Theory; EDS 700, Seminar in
Secondary Education; and ED 750, Seminar: Education for To-
day, as courses which they felt would be helpful or which
they believed had been included in their program specifical-
ly for examination preparation. Students having completed
the examination listed as helpful these same five courses in
addition to EDF 600, History of Education; EDF 611, Theories
of Mind; EDF 641, Educational Psychology--Personality Dy-
namics; EDF 712, Contemporary Educational Theories; and EDF
720, School and Society. The courses mentioned most often
by both student groups were EDF 620 and EDS 700. Several
students also commented that it was professors, rather than
specific courses, which were most helpful. One student
stated, "I was pretty sure that some questions would be
aimed at specific courses"; and another, "We take courses
to learn how to answer examination questions--this becomes
a known fact." Other typical comments:

> B-Seminars are helpful, since I was forced to defend my
> position. Perhaps this is the purpose of the exami-
> nation?
> B-Dewey helped in all areas--gave me confidence. The
> student needs help in synthesis.

B-Courses in curriculum were added since my master's de-
gree was at another school. I was interested, and
felt it necessary to get this school's point of view.

B-I'm worried because I don't have EDF 610. Students
recommend EDF 610 and 620.

B-EDF 620 seems to be terribly important. If it is that
important, shouldn't it be required?

B-Courses have not prepared me to back my statements
with research.

B-Courses which have a bearing on the examination should
be taken in this college. I'm repeating a measurement
course that I had elsewhere.

B-Most students begin with their major orientation
toward the examination--there's no degree without them.

The preceding student perceptions of the effect of

the examination on their advisers in their program planning

are partly dependent upon whether consideration was explic-

itly stated. Their responses, therefore, may be an indica-

tion of the extent to which the faculty overtly mentioned

examination preparation; surely an unknown factor here is

the extent of the individual faculty member's verbalization.

Students appeared to sense faculty concern, however; al-

though comparatively few students quoted a direct statement

made by their advisers, the over-all pattern of their com-

ments reveals an awareness of a hidden agenda.

Comments of the students preparing for the examina-

tion contained some interesting phrases: "the lowdown,"

"the qualifyings as a big thing," "to warn me," "dangerous."

Again there was the concern for specific courses, and for

courses taken at this College. There seemed to be a feeling
on the part of both student groups that the adviser's pri-
mary responsibility was to get him through these examina-
tions, and that he might share the stigma of failure--at
least morally.

Of the five courses mentioned by both student groups
either as helpful, or as included in their program specifi-
cally for examination preparation, three represent three
foundations areas; the remaining two represent courses aimed
at organization and integration.

Direct experience with the examination evidently
affects the student's recommendation relating to the em-
phasis which should be placed upon it in program planning.
Perhaps the successful student has not been able to forget
the fear and sense of inadequacy of the days spent waiting
for test results, and an attempt to shift the blame to his
advisers may be a rationalization carrying over from that
period. On the other hand, he may be aware of a dichotomy
between his program and the examination. At any rate, he
would like to know earlier that his program had been desig-
nated to aid him in passing the examination.

Approval of the Scope of the
Examination

Students were not as concerned with the areas represented by the examination as they were with the depth of knowledge and specificity of the questions. There was little difference between the two student groups in their responses.

Acceptance of common core.--The students (about one-fifth) who said they were not in agreement with the five areas now included questioned whether all candidates needed the same preparation. The majority of the students (about four-fifths) accepted the general idea of a common core but qualified their responses, sometimes by reference to a particular area:

> I wonder whether everyone needs administration and research.
>
> It seems reasonable that we should have a broad background, but incredible that we be expected to be specialists. But are we? I don't know.
>
> I'm not sure of how exact the knowledge should be in all areas. It is the problem of today's specialization. Probably there are a number of areas that we should consider adding.
>
> They give you enough choice, but the curriculum person may be hard up in foundations.
>
> I'm not sure. I'm bothered by the foundations emphasis. It seems inconsistent to give the same questions to foundation majors. If everyone needs foundations, then it may not be a separate major area.

The foundations student has an advantage. (Four re-
    sponses, including three B)
B-Administration seems out of line for my field.
B-How much good is experience? It may help, or may hin-
    der.
B-It's a good idea, but out of balance with your spe-
    cialization in the amount of time necessary for prepa-
    ration.
B-I don't know them all. I understand they've dropped
    research--I'm glad. Curriculum is worth studying for.
    I'm not interested in administration and will need to
    take a course there, and do some reading.
B-All I know is general and special. I've heard of su-
    pervision, curriculum and statistics.
B-I couldn't even name them. I've heard, but I didn't
    listen.
B-Do the graders know your special area?
B-Some questions I could answer three years ago, and
    some I couldn't answer today.
B-They should maybe add more work in your special area.
There's nothing to guide you in what segment they will
    pick out of the five areas outside of your special.
Foundation questions are sufficiently broad.

Passing by average.--On the follow-up question re-

lating to passing or failing the five areas by an average

grade, the students who had completed the examination were

unanimous in disapproving of this procedure. Their answers

were consistent on a second follow-up question relating to

the areas required of a student retaking the examination.

With the exception of one student who was uncertain, the

prevailing opinion was that the failure should retake only

the areas in which he had been previously judged weak.

Neither of these questions was addressed to the

student group preparing for the examination. However, one

student in this group volunteered, "The student may pass an area once and fail it the next time. This is too possible for comfort since the examination is a gamble."

The students generally accepted the scope of the examination if they accepted the assumption of a common core of professional knowledge. They showed a concern, however, about the relative amounts of time ideally given to the core and to their special interests.

Their answers may be inconsistent in that they questioned the emphasis upon the foundations area, even though they accepted the concept of a common core, which would surely include the same foundations. Some of the references to foundations area, however, are not to the area as such, but to comparison with the foundations student. It may be that competition with the foundations student in the examination grading is the real root of their concern. This awareness of "advantage" and comparative grading is also suggested by the preparing student who asks if the graders know the student's specialization.

The student who wondered about the value of his experience may be posing another question. Was he suggesting that the scope of the examination does not include a practical application of knowledge? Was he further suggesting that

practical job ability may have negative value--that the
examination is that far removed from application?

The lack of information of some of the preparing
students seems almost incredible. Although the respondents
may not have had final approval of their complete program,
all of them except one had been admitted to the Advanced
School and were contemplating the examination within the
next year. One of the students who did not know the exami-
nation areas was planning on taking it within the next
three months.

Most significant responses here are those dealing
with passing the areas by an average grade. It would be
understandable that students preparing for the examination
would object to this procedure, out of fear of their own
inadequacy in some areas, but the fact that successful
students disapproved of this procedure cannot be explained
away by fear. They evidently did not see the examination as
a unifying experience, and it was entirely credible to them
that a student might show a wide variance in his grades on
the separate areas. This opinion suggests that the success-
ful student saw the examination as measuring subject matter
achievement, rather than a universal quality of thought;
subject matter is always more of a gamble.

Timing the Examination within the
Individual Program

Most of the students (about five-sixths) would ap-
prove of a procedure which would allow taking the examina-
tion earlier in their programs; others wanted to complete
their course work before attempting the examination. There
was little difference in the responses of the two student
groups, with both groups making reference to the purpose of
the examination.

<u>Giving the examination earlier</u>.--The students who
would prefer the examination given earlier referred to the
examination as primarily a screening device:

    As late as they are now, it's sad to flunk.
    We should be able to take before making an economic
       commitment.
    We should not allow a three-year program, and then pick
       up these things at the end.
    Evaluation should be earlier. The program should not be
       started until quality is proven.
    B-Too late for elimination--it's cruel. (Three re-
       sponses)
    B-Too late to find breadth. My course work is finished.
       The examination will make or break me.
    B-Too late for its significance. Now it's a very criti-
       cal operation.
    B-It's now an ax that comes so late that everyone sweats
       under threat.
    B-Too late to risk thirty years of experience, money and
       family.

Students who have completed the examination suggested

another argument:

The forced study early is helpful.
The course work doesn't really matter anyway, it's the
intensive study.

On the other side of the argument were the students

who believed it wise to delay the examination for various

reasons:

I was wise to wait--I took history and more review time.
Courses help and the student needs to be around here
that long for his own growth and to know the faculty.
The student is primarily interested in his special area
at first and needs to broaden.
I would want to finish course work first, since I would
be compared with those who had.

Several students found it difficult to respond with-

out qualifying their answer:

It depends upon purpose. (Four responses) If the pur-
pose is diagnostic, then it should be earlier; if it
is to test mastery and writing ability, then later.
We still need something at this stage. If it were
earlier, what background would you test?

Students preparing for the examination were par-

ticularly concerned about an earlier diagnosis:

B-There should be a more rigorous screening earlier. My
orals at entrance were not rigorous. If I don't pass,
they've let me do a lot of work around here without
warning me that I might not make it.
B-It seems that they could find out something much
earlier.
B-My committee wanted me to take earlier, but I didn't
have any work in administration.
B-Most of us postpone, and probably take a semester too
late.

Separation of general and special.--The students

were not in agreement about the separation in time of the
general from the special examinations. Only one student
would definitely oppose the separation on the grounds that
the examination should be a unifying experience. A few stu-
dents approved the separation:

> You worry just as much, but I can take smaller worries
> better than one big one.
> The general given earlier could be used for guidance;
> the special needs to be late.
> It avoids fatigue. (Two responses)
> There's some security a little earlier. There could be
> a traditional examination of some sort at the end.

About two-thirds of the students were not certain if the
separation was wise:

> I might have done better with separation, but maybe not,
> since I got them all over at once.
> There's some advantage to separate, but there's a double
> worry. I felt at a disadvantage because I took them
> together, and was competing with some who took them
> separately.
> I was angry when I took them, because some had already
> taken their special. I felt at a disadvantage, and
> under more strain just with the knowledge of an ad-
> ditional day.
> It depends upon your minor. You could take the general
> early, but it is a disadvantage to separate your minor.
> Educational courses taken at the same time tend to be-
> come duplicates.
> B-Maybe could be separated in days or weeks during the
> same semester to avoid strain. (Two responses)
> B-My chairman says there's no necessity for separating.
> If you are prepared for one, you are for the other.

Whatever the students believe about the timing of

the examination is probably dependent upon what they believe

is the purpose of the examination, and their perceptions of
the purpose probably originate with the faculty. There
seems to be a strong undercurrent of feeling about the exam-
ination as a screening device. The students were troubled,
particularly those preparing, with the unknown factor of
whether taking courses and completing a planned program
would prepare them for this screen. Even successful stu-
dents seemed to carry some resentment from this period of
insecurity. The responses of the students seemed to imply
that they felt that faculty members were not truly under-
standing of the student's position. The student wants to
earn and deserve the degree; he simply wants to be told
earlier what the odds are. There does not seem to be a lack
of professionalism on his part or an ignoring of the need
for professional standards, as not a single student sug-
gested that the faculty should not eliminate candidates.

There was again the comment that the student needs
to know the faculty. Does this mean knowing the educational
philosophy of the College, or knowing the individual faculty
members? Again also, there was the threat of comparative
judgment, which colors the reasoning of the student who felt
that he needed to complete courses because the others would
have done so. Several responses were more positive: the

helpfulness of forced early study, the mention of individual growth, the need for broadening.

The reasons given by the two student groups for separating the examination in time differed. The students preparing were concerned about their standing the physical strain and saw a week's separation as helpful. On the other hand, the successful student saw a value in "getting them over all at once." In their responses, the successful students revealed again their uncertainty about the examination's purpose.

Approval of the Examination Form

Students were about equally divided on the desirability of the present essay form of the examination. Their opinion appears to depend upon their acceptance of the faculty's purpose of measuring organizing and writing ability. The disapproving members of the two student groups differed in their responses in that preparing students favored the substitution of an objective examination; successful students favored the addition of objective questions. Both student groups mentioned that an objective examination would be difficult to construct.

Several successful students suggested that an

objective section would help to relieve the physical fatigue
of writing. One student suggested that form too depends
upon purpose: "We know from our classes in testing that you
can find content better by objective questions--if this is
what they're looking for."

The reasons given by the preparing students for ad-
vocating an objective test were related to the size of the
sample possible:

> B-I'd like one thousand questions, with students re-
> quired to answer only those that apply to his course
> work or areas.
> B-One thousand objective questions are more test-like,
> more secure, more objective on deciding borderline
> cases. The student doesn't have all his eggs in one
> basket.

One preparing student gave as his reason for disagreeing
with the above:

> B-The informed faculty can learn much more about me from
> an essay question. I should be flunked for poor
> thinking, for poor logic, just as quickly as for lack
> of factual knowledge.

Student responses show that they were not as con-
cerned about the form of the examination as they were about
the timing or the significance attached to it. They were
concerned about a greater sampling, about more objective
grading, and about the physical fatigue of writing.

Student opinion appears to depend upon the

acceptance of the faculty's purpose to measure organizing
and writing ability. Students who have completed the exami-
nation were more apt to see this purpose as valid. In their
preference for an objective test, the preparing students
seemed to question the ability of the faculty to construct
good essay questions or to grade them with any reliability.
An element of fear ran through their comments, and a will-
ingness to rely upon the definite rightness or wrongness of
objective questions rather than upon the judgment of the
faculty. Perhaps they were worried about their ability to
write under conditions of stress, and saw this estimate of
their communicative ability as invalid.

Advice for Preparation for
the Examination

Students having completed the examination were
asked "How would you advise another student to prepare?";
students preparing for the examination were asked "How are
you preparing?" The most frequent answer (nearly one-half)
from both groups referred to preparation by completing a
list of readings, by the study of old examinations, by the
completion of particular courses, and by the memorization of
facts and authors. The second most frequent response (about

one-third) mentioned practice in organizing. A smaller group of responses (about one-fifth) mentioned the necessity of time for review and psychological preparation.

Like the faculty respondents, the student respondents mentioned more than one method of preparation. The number of their responses, reported separately, is far greater than the number of respondents.

Sources of information.--Student comments on their reading included their methods of selecting which books to read, and their ways of reading:

> I asked for a list of books from professors in each department. (Two responses)
> Check new textbooks, since they summarize. (Two responses)
> Read books that can be quoted in all areas--Dewey, Stanley, Homans.
> Read one good book in each area, and add to it.
> Read the leading men and classics in each area.
> B-I have several lists of books. Each recommendation is the source of more anxiety.
> B-You pick up the faculty's list by implication. You know darn well you better read Dewey and Stanley, and those books written by our faculty.
> B-I have the grapevine's list of books, but I can't be sure they will help.
> B-You can get books from other students. There's the famous list of thirty-three.

There were questions about the lists and cautions:

> We know we should read the good books in each area--but which ones?
> B-The other students recommend "must" books, but who says so? Who told them?

> How many is enough? Are we supposed to read three or
> thirty-three? Or the 1956 <u>Educational Research</u> re-
> view?
> Don't try to read too broadly.
> Don't try to read several books at the last minute—too
> much like cramming.

An additional group of student responses emphasized a fac-

tual approach:

> Memorize titles and authors for quotes.
> Memorize factual information in weak areas just before
> the examination.
> Review the marked copies of standard texts in the li-
> brary. The smaller markings and underlinings are
> probably not made by students.
> B-Remember certain names in each area and be ready to
> switch them around.
> B-Memorize facts.

A comparatively few students who had completed the

examination (four) mentioned the study of old examinations.

In contrast, all of the students preparing, with one excep-

tion, had copies of the old examinations and were studying

them. The exception explained:

> B-I can't prepare now—it's too far in the future (one
> year). But my preparation will be in terms of how to
> write: To debate? To supply information? To de-
> velop a topic? How will the grader read?

The preparing students saw the old examinations as helpful

for "test-wiseness," but possibly frightening also:

> B-I'm using them for the kind of questions and some idea
> for study, so I won't be in the dark.
> B-I'm using them, but not for study, rather to under-
> stand questions.

B-One old question frightened me--I nearly panicked.
(Two responses)

B-I've tried to use them for policy, but there's no con-
sistent policy, no theme.

Completion of courses.--Students mentioned also the

completion of course work with specific instructors:

Just study in all your courses. Passing the examina-
tion is the natural result of good work.

B-I'm auditing some courses and some seminars.

Take classes from those most likely to write. You know
the view of the separate departments, and you just
know that some questions are going to be asked, and
what frame of reference to use in answering.

Some preparation I did was because the grapevine and
faculty conversation both suggested that some ques-
tions would be aimed at specific courses.

Arrange to get to know the possible graders, their
point of view, what they like, what they like to hear.

Better to take right after residence. You are familiar
with the school solutions and the opinions of dif-
ferent people.

Start studying when you begin your program. Keep your
ears open. You pick up lots of things that you don't
read or get in courses from informal conversations.

Improvement of thinking.--The second large group of

suggestions that the students thought helpful dealt more

specifically with organization:

I have tried to tell the others to interrelate all their
study.

Study systematically and develop a point of view.

Review notes. (Seven responses)

B-I'm planning to take time (six weeks usually) for re-
view. (Six responses)

B-Choose term paper topics in your weak areas.

Get orientation and approach from seminars--early in the
program if possible. (Two responses)

I took individual study, admittedly to prepare.

Other preparation.--A third group of student respon-

ses dealt with psychological preparation:

> I had been told to stay away from the Florida Room, and
> I see the reason why. We joked there, but I found
> that I was upset all day afterward.
> It's possible to overdiscuss the examination.
> B-Better worry--this is necessary for drive. People who
> don't worry are the ones who are not facing it soon.
> B-Get to know the faculty and know them well for in-
> formal closeness and confidence.
> B-Believe that you can--be confident.

Group study.--Student attitude toward psychological

preparation was the most important factor in their opinions

relating to the value of group study. Students who advise

studying alone commented:

> I had to leave the library and its anxiety. It's bad to
> be physically together and working alone.
> Wisest thing to do is stay away from others. I was
> sorry for the times I did come to the library. There
> was so much concern for questions and quoted sources,
> I nearly went crazy.
> Stay away from everyone. For me, too much concern is
> not good.
> Study alone and ignore the scuttlebutt. It is confusing.
> We need interaction early, but later we just pool
> anxiety.
> B-From what I have seen of the group hysteria around
> here, I'll study alone.
> B-Even now, I avoid several students who are desperate.
> B-Bull sessions have value, but sometimes we learn the
> wrong thing.
> B-There is an infectious worry from groups.
> B-Group study has diminishing returns. One person may
> be helpful, but more may simply remind you of your
> weaknesses.

Other students found group study helpful, particularly early:

Groups are some waste of time, but the bull sessions are good.

The group in the library was especially helpful in weak areas.

I was cited in an area with no courses in it—probably because of my group study.

The anxiety is shared within a group, but it does more good than harm.

From other students, you get short cuts and books to read.

B-I'm planning on some study with a group. (Nine re-sponses)

Students withholding judgment said:

Group study depends on who else is in the group, his background and aims.

Group study aims at expediency to get through the examination, not at individual growth.

Group study helped me some, but I found my key answers while I was alone.

   Volunteer comments.--The question of preparation

brought forth some miscellaneous student comments:

Everyone is trying to beat the faculty down and make them give us the clues. We're looking for answers, not thinking.

B-I'll study later because of tension, but my answers would be better now. This is what I would remember—but it would not be organized.

B-One student says that others say 'Be sure to quote. Look up ten sources that you can quote throughout.' It sounds silly to me, to build the examination around quotations. I'm not a quoter. I have ideas, but I don't know where I got them.

B-I'm weak on 'studies.' What are they?

Preparation takes the back seat one semester before the examination. The student is too involved in self-survival and self-denial. A quality program would be more effective than a short-term concentrated effort to pull things together, and put names behind them. The faculty should not make a special case of the examination, but should demand quality course work.

My committee members were less helpful than the other
faculty. The committee was wrapped up in red tape,
trying to glorify the examination.
My chairman helped me. He said, 'People who fail are
likely to be too discursive.'

In reviewing their preparation for the examination,
students included the mention of several needs. They feel
that they need facts, and a context into which to arrange
them. They need to be "test-wise" about this particular
test and the graders of it. In addition, they need to know
how they react to group study to make a decision about its
value to them.

Students generally tended to emphasize the ac-
quiring of factual information, mostly from readings. Read-
ings are necessary also so that titles and authors can be
quoted, but the emphasis upon readings poses another prob-
lem: which books to read? Students therefore are very
alert for faculty recommendations, either directly from
faculty members, or second-hand from other students. The
context for demonstrating mastery of factual information is
supposedly a natural learning, which results from "knowing"
the faculty.

There appeared to be a student concern about needed
information. In addition to their search for a reputable
guide for their reading, students studied the old

examinations, looking for a "consistent policy." They used the old examinations also to see the scope of the questions. It is doubtful, however, whether this practice is very helpful, since they are not able to see what constitutes an adequate answer.

Students tended to rely upon a relatively short period of review, either for relearning factual information or for integrating their courses. The suggestion from one student that seminars should come early in the program implies an awareness that integration should be a part of long-range preparation. Another student objected to a short-term concentrated effort, perhaps believing that such effort results in temporary knowledge. The student who recommended that the examination be taken immediately after residence may be implying the same thing--but it is always wise to take the examination while the faculty members are those whom you "know."

The objections of several of the preparing students centered on the supposedly factual nature of the examination and the need for quoting. Students generally saw little value in the knowledge of sources of their information, and tended to circumvent this phase of their study--rather than locating the most pertinent references, they memorized those

references which can be applied to more than one area.

A strong group empathy exists among the students preparing at any one time. Here the individual has to decide whether he should heighten this empathy by group study. Does the group add to his confidence, or act as a drain? Does he give more information to the group than he takes from it? If so, what does his contribution mean if papers are comparatively judged? The urge for self-survival is strong, almost to the point of cruelty, as illustrated by the necessity for avoiding the "desperate" student.

The responses of the two student groups followed a similar pattern with two variations: 1) the use of old examinations was mentioned more frequently by the students preparing; and 2) the value of studying alone was mentioned more frequently by the students having completed the examination. There was no appreciable difference in student responses which could be explained by a time-lapse; in other words, responses made a month after the examination were similar to those made a year after. It seems significant that some successful students, several months after their experience with the examination, remarked that their committee members were helpful while others disagreed. Perhaps some students do not develop a cynicism about the

examination ordeal that others do.

Summary of Faculty and Student
Perceptions of Purpose

Stated Purpose of the Examination

Both faculty and student responses to the question "What do you see as the purpose of the qualifying examinations?" covered a wide range. With a few exceptions, the responses of both groups were similar.

The largest category of responses can be termed the measurement of some sort of achievement. The phraseology typical of such responses includes competency, mastery, knowledge, learning, course work, final. The second largest category referred to the measurement of a kind of thinking. Here the key words are thinking, doctoral quality, intelligence, awareness, integration, application, ability to organize and write.

A third section included those responses which suggested that the examination measured additional unspecified qualities. Such words as screening, weeding out, obstacle, endurance, standards, acceptance, fitness, hurdle were used by both groups.

A few faculty and student respondents saw the

examination as providing motivation for study. An even smaller number from both groups mentioned the examination as valuable for predicting success with the dissertation.

Roughly one-fifth of the respondents said that they did not know the purpose of the examination, or any purpose other than tradition. Most of these respondents were students who had successfully completed the examination.

It is difficult to draw any conclusion from the comparison of the two largest categories of responses—those dealing with achievement and quality of thought—since some of the phrases used by the respondents may have referred to both categories. For example, the term competency does not fall clearly into either one of the divisions. One factor influencing the decision into which category to place a response was the implication that the quality is innate, in contrast to one developed by the program.

Perhaps the more significant responses here are those which did not fall into the first two categories, but referred instead to emotional and personal characteristics of the student. This purpose of the examination is usually not openly mentioned: an obstacle to discourage, a hurdle. The students seemed to be aware of this ill-defined purpose,

and perhaps the fact that it is not openly discussed is a source of anxiety.

The most significant responses would seem to be those voiced by the faculty and the successful students; the preparing student reflected the advice given by both. From the faculty and the successful students, the one startling response is the number who said that they did not know the purpose of the examination, especially the large percentage (nearly one-third) of the successful students.

The greatest difference between the preparing student and the successful student was their emphasis upon the measurement of a quality of thought. The preparing student, like the faculty, listed this quality second; the successful student placed endurance second. There may be several explanations for this difference. The preparing student, without direct experience, might be simply verbalizing, aping the faculty; the successful student, from his experience, might be doing his own thinking.

The comments pose some unanswered questions: To what extent does the faculty believe that the examination's purpose is to measure a quality which may be predicted earlier? If so, could it be predicted at entrance? The quality may be either intellectual or emotional.

Granted that the second is particularly hard to measure, it would seem that the student could be made aware that such personal qualities are important factors. This seems to be an area in which the faculty simply assumes student awareness.

Why do successful students mention more frequently than preparing students that they do not know the purpose of the examination? Is it a lack of information about the factors influencing their own grade which colors their opinions? or is there a resentment against the system? Theoretically, they should be so happy about passing that they would tend to idealize the procedure. In the opinion of the writer, they seem sometimes to be "closer" to the faculty in their thinking than their responses indicate; perhaps they are able to verbalize more freely than the faculty.

Why is the examination's purpose as motivation for study mentioned by so few? Only one respondent--and that a student--commented on the value that an integrated study would have had earlier in the program.

Consideration of the Examination in Planning Individual Programs

Neither faculty nor student groups were in agreement within themselves on the extent to which preparation for the

examination should be a factor in planning student's programs of course work. There are relatively few cases in which the faculty openly mentioned examination preparation; students, therefore, did not know whether the faculty was considering the examination or not. They believed, however, that they sensed a concern. Students having completed the examination generally felt that the preparation for the examination should have been given greater emphasis.

Comments of faculty members suggested that their guidance in program-planning had two purposes: the long-range goal of job performance, and the more immediate goal of successful performance on the examination. Students appeared to understand that the faculty was operating with both purposes in mind; comparatively few students believed that the faculty was considering one of the purposes exclusively. Roughly a third of the faculty suggested that they did not approve of their emphasis upon examination preparation. Comments of the majority of the students indicated that they were not aware of the faculty members' feelings in this regard, or of the extent of these feelings. In other words, with few exceptions, students were not aware of the willingness with which the faculty planned their program in terms of the examination.

Although there was an apparent disagreement among
the faculty, the division might be one which stems from a
prior question--the relationship between the examination and
the program's purpose. If there is no dichotomy between the
examination and the doctoral goals, the question of con-
sideration of the examination in program planning is mean-
ingless.

The faculty was not asked to name specific courses
which they emphasized in their guidance; the students, how-
ever, were asked to name specific courses which they felt
were emphasized, or which had proved helpful in the exami-
nation. Successful students named ten courses, eight of
which are in the foundations area. Preparing students
listed five courses, three of which are in the foundations
area; all of these five courses are included in the above
list of ten.

If the faculty did not openly recommend particular
courses, where did the students get the word? This is evi-
dently part of the information that is handed down by stu-
dents. The "word" is definite on two courses: EDF 620,
Socio-Economic Foundations of Education, and EDS 700, Semi-
nar in Secondary Education; if you have had these two
courses, and in this College, you have a good chance. The

basis for the course value differs, however; the first is
necessary for the understanding of a particular sociological
approach; the second, for the discipline in thinking, or-
ganizing, and communicating.

Although faculty and student responses followed a
similar pattern, the students tended to be more practical
about just what was needed to pass the examination. Oper-
ating under fear, the student does not care for theory, for
reasons, for his own development. He will listen to faculty
advice, but discount it if it seems to be too idealistic or
limited to a department approach. He talks much more
openly than the faculty about specific courses or faculty
members that he must learn to know, but not necessarily with
cynicism. He can accept the fact that these are important
courses or people; he is confused only when the faculty does
not seem to recognize what to him is self-evident truth.

Scope of the Examination

Neither faculty nor student groups saw the scope of
the examination, as represented by the present five areas,
as a matter of concern. Of much more importance to both
groups was the depth of knowledge expected within the area.

The majority of the respondents of both groups

qualified their approval of the five areas. For the faculty, the qualifications dealt with the emphasis upon the foundations area, the inclusion of administration for all students, and the omission of the guidance area. For the students, the qualifications dealt with emphasis upon the foundations area, but more specifically with competition with foundations students.

A concern runs through the comments of both faculty and student groups: the depth of knowledge to be required for a non-specialist. It shows itself in two different ways: the faculty wondered whether a specialist was the best qualified to judge the non-specialist student; the students were concerned about competition and comparative judgment in the largest of the examination areas, foundations.

Faculty and student groups apparently disagreed on the extent to which the five areas become unified in the student's thinking. A comparatively few faculty members would approve of the grading of the examination by separate areas, thereby allowing a student to pass or fail a section of the examination. In contrast, students were clearly in favor of this grading by sections.

Perhaps the faculty felt that the five areas became overlapping to the students because they wanted to

believe that an integration of knowledge took place; if this is so, however, why did not the students recognize it? There were too many of them, including the successful students, who saw the examination as a gamble. Passing an area once, or even the entire examination, would give no assurance that they would be able to at another time. Even students who might have been aware that an integrated knowledge had been developed in them evidently saw it as temporary.

Timing the Examination within the Individual's Program

Both faculty and student groups were divided within themselves on whether the examination should be given earlier in the student's program. A majority of the students would like to have the examination earlier; the faculty was about evenly divided. The reasoning of both groups was based on the extent to which they believed course work was necessary for passing the examination.

The question of when the examination should be given seems to be related to the prior question: to what extent does the examination test qualities that would be apparent before the completion of course work? The plea of the students to have the examination given earlier appears to be

to cut down the period of stress; the plea may be actually
for an earlier diagnostic or predictive instrument. If the
student could be sure that he had the innate qualities that
the examination would demand, he would be less concerned
about postponing the examination until the end of his course
work.

There was more agreement among the faculty that the
general and special areas of the examination should be
separated; this agreement seems to imply that they felt that
a part of the examination could be given earlier. The stu-
dents were undecided about the wisdom of separating the
general from the special. Their comments indicate that
their reasons were largely based on emotional factors, such
as the length of the stress period.

The student's concern about his self-survival and
the maintenance of his self-respect is apparent here--
probably a greater concern than that of passing the examina-
tion. Since he has to justify to his family and friends the
gamble in time that he is making, the longer the time, the
greater is the anxiety and the greater is the need for ready
rationalizations in case of failure. Taking one section of
the examination early, particularly the special area, does
not relieve the anxiety. The student is not safe until he

has passed the general. He sees one advantage in passing the special early: he may have his department on his side if his later showing in the general is weak.

Approval of the Examination Form

Neither faculty nor student groups would approve of the substitution of an objective examination for the present essay form, although roughly one-fourth of each group would approve the addition of some objective questions as complementary. Both groups believed that an objective examination would be difficult to construct.

The two student groups gave different reasons for their approval of adding some objective questions: the preparing students referred to a larger sample, the successful students referred to relief from the physical fatigue of writing. The successful student generally accepted the faculty position that the examination should test writing and organizing ability.

Students preparing are apparently fearful of the essay form, perhaps because they have had little assurance that they have developed the necessary writing ability. They are not sure of just how good they have to be, and how good they are. This seems to be another plea for some

earlier indication from the faculty of what their chances are.

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Advice for Preparation for the
Examination

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Responses to a question asking for advice for preparation for the examination were overlapping in faculty and student groups, with comparatively few responses appearing in only one group. However, faculty and students reversed the order in which they placed the two most frequently mentioned suggestion: the faculty listed practice in organizing first, and readings second; the students listed readings first, and practice in organizing second. Both groups mentioned a third category: a "test-wiseness" and personal and psychological preparation.

It is logical that students would advise readings before practice in organizing, since students find it difficult to tell others how to organize. Students, unlike the faculty, saw the uselessness of advising preparing students to relax. Student advice was rather a sharpening of perceptions: be alert, pick up clues, worry, find the marked copies.

Students having completed the examination differed

with the faculty and the preparing students on the wisdom of group study. They tended to believe that studying alone is more helpful, while the faculty and the preparing students generally advised studying in groups.

Of the incidental responses, it seems significant that only one respondent--and that a student--suggested that the preparing student try to decide the purpose of the examination. Many of the other comments seemed to be attempts to "beat the game." Was this the intent of faculty members who advised the preparing student to determine who the grader might be?

This chapter has reported data on the stated purpose of the examination and on several related procedures. It has also included speculative interpretation and analysis of the data. Further conclusions based on the data will be reported in Chapter VII.

Other aspects of the examination to be explored deal with validity and reliability. To what extent do the stated perceptions of faculty and student respondents differ regarding validity? The following chapter will consider this question.

CHAPTER III

STATED PERCEPTIONS RELATED TO THE
VALIDITY OF THE EXAMINATION

When the qualifying examinations are being discussed, one of the questions commonly asked is, "But what does it measure? Is it valid?" Even guessing at the validity of the examination is difficult, since there is a "prior question" of the examination's purpose, and the preceding chapter has reported divisions of opinion regarding purpose.

Reported in this chapter are the respondents' stated perceptions relating to the validity of the examination, with validity being defined as the extent to which the examination measures what it purports to measure. The statements reported here are necessarily colored by the individual's perceptions of the examination's purpose--real or supposed.

The respondents were first asked a question designed to show their opinions as to which qualities were being measured by the examination. They were then asked to

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comment on uncontrolled variables or qualities perhaps meas-
ured unintentionally.

Faculty Perceptions of Validity

Factors Measured by the Examination

The first question directed to the respondents re-
lating to validity was, "What do you think the examination
measures?" Faculty responses covered a wide range from
"intelligence" to "nothing."

The factor mentioned as being measured by nearly
two-thirds of the respondents was the ability to organize
information and communicate it in writing. Another factor
mentioned by slightly less than one-third was the achieve-
ment of knowledge; a third, mentioned by one-fifth, was per-
sonal qualities.

Ability to communicate.--Faculty respondents agreed
that the examination measures organizing and writing abil-
ity. They generally agreed that it should, with typical
comments that this ability to be selective of relevant in-
formation was a most important aspect of a doctoral student.
Their comments dealt with two related questions: first, the
responsibility for the development of this quality; and

second, the separation of organizing ability from writing
ability.

Some faculty members were concerned about whether
the program developed an organizing ability, and whether the
responsibility lay with specific persons:

> The program doesn't emphasize organization, or give suf-
> ficient practice. (Five responses)
> Term papers help, but they are not under a time limit.
> We may be missing the point on remedial work for failing
> students.
> I try in my class. The grapevine says it helps.
> I try to make my course finals like examination ques-
> tions.
> This quality should be developed early in the program.
> The staff should make the student aware of his or-
> ganizing ability and help him to improve.

Perhaps the responsibility lay with the chairman, or the
student himself:

> The chairman should know the student's weakness and deal
> with it.
> The chairman can find out if the failing student needs
> help with writing.
> The student can ask other students to read his papers.
> The real question is how hard the student is working on
> his own, and disciplining himself. His organization
> is the sum total of his educational experience. He
> should not get the degree without self-discipline, but
> he may get a false sense of security from his course
> grades.

Several faculty members commented on the ability to
write, seemingly separating it from the ability to organize:

> It shows only written expression, which should already
> be apparent.

About all it tests is if you are reasonably literate and
can express yourself.

Some students who are literate don't pass, but that's
because they have completely neglected some areas.
Other students can't write. Their words on paper
don't mean anything--I don't know what's the matter
with them.

We assume the student has the ability to write. The
program may help indirectly.

We're in a literary profession. The difficulty is that
the students aren't convinced of their need to be able
to communicate.

Sometimes when making a final evaluation, we consider
whether the student really knew more than he was able
to write.

Perhaps there was a difference because of the area of spe-

cialization:

Science and mathematics majors, and elementary teachers
are more apt to fail.

I believe that this writing ability is the major dif-
ference between curriculum and foundations answers. So
much of the content of the foundations must be ver-
balized.

The students' objections to writing under stress were an-

swered:

This is when all of us write--under stress.

Can you write well unless you're under stress? This is
a student alibi.

The student can write anything that is clear to him.
They use this as an alibi.

One faculty member disagreed with the use of the examination

to measure ability to write, suggesting rather that the stu-

dent be allowed to choose his own topic:

> We don't test whether a person can write or not--we test
> whether he can write a good deal on this particular
> topic.

With the above exception, the members of the faculty

seemed to agree with these statements:

> Writing ability may make a difference, but more impor-
> tant is the ability to be selective, to read and an-
> swer questions.
> If the student can organize, he can show everything he
> knows. And if he can help the grader by his organi-
> zation, he gets a favorable nod.

Achievement of knowledge.--A second factor mentioned

by slightly less than one-third was the achievement of

knowledge. Typical of comments which were repeated three or

four times are these:

> The ability to retain knowledge.
> The amount of his reading.
> What he has picked up in his course work.

Several of the faculty members saw the attempt to measure

achievement as having some undesirable results also. The

result might be standardization:

> The examination inhibits creativity. (Four responses)
> We penalize the genius, the different, the odd.
> The examination tends to standardize the doctoral can-
> didates. (Three responses)
> It tends toward mediocrity.
> It should be possible to reward creativity, but I've
> never seen a creative answer.

Personal qualities.--A third factor which a small

group of the faculty (about one-fifth) stated was being

measured referred to personal qualities, or situations over
which the student has no control:

> It is a test of endurance as much as knowledge.
> It measures intelligence, bull-headedness, perseverance.
> It tests whether the student has been taught by the
>   regular faculty, rather than summer school replace-
>   ments.
> What it tests is dependent upon the experience of the
>   graders. (Two responses)

> Dissatisfaction.--Dissatisfaction with the validity

of the examination was revealed by volunteer responses of

what the examination did not measure:

> It does not test understanding.
> It does not show ability to work with others.
> It does not reveal creativity.
> It does not identify the superior student.
> It is not coordinated, so it does not show synthesis.
> It is the wrong way to find out who will do well on a
>   dissertation.
> It has no correlation with success in professional work,
>   other than academic. It does not predict ability in
>   administration, guidance, research, or psychological
>   work.

Additional volunteer responses showed the faculty concern:

> I'm not certain what it measures, even after correcting.
> I don't know what depth we try to measure for non-spe-
>   cialists.
> Competency has never been defined for the student.
> Students are usually able to give more than the exami-
>   nation shows.
> The student is too fearful to be creative.
> The scores show nothing, and shouldn't be used as they
>   are.
> It should be one source of evidence only. I would ques-
>   tion it if it were the only measure.

One respondent suggested that whatever it validly measured, it served a particular purpose:

It is valuable as an impersonal judgment made by faculty members outside of the student's department.

Faculty responses emphasized the validity of the examination in measuring writing. The faculty members who commented that much writing in the profession is done under conditions of stress seemed to be assuming that such conditions are similar to those the student writing the examination is facing. It is doubtful, however, if much professional writing is done when the stakes are as high as they are in the doctoral examinations.

It would be interesting to know if all members of the faculty would agree with the statement that we are in a literary profession. It would also be interesting to know if they have succeeded in making their position clear to students. If they have not made clear to students the demands of the profession for an ability to communicate in writing, it would seem logical that students would have difficulty in accepting the measurement of this ability as one of the purposes of the examination.

Over one-half of the faculty members were not satisfied that the examination validly measured achievement. Their disagreement seemed to hinge on their differences

about what should be achieved. Since these differences were partly determined by the goals of their departments, it is logical that there should be less agreement among faculty members in this area. Perhaps their thinking was an implied criticism of the achievement desired by departments other than their own. Comments deploring standardization and the lack of creativity, however, came from members of all departments.

It seems significant that even a few faculty members volunteered the comments that the examination supposedly measured validly such qualities as endurance. If this opinion is shared by other members of the faculty, it would seem to be reassuring to the student to have it openly stated. There seems to be an implied criticism of other faculty members in the responses that the validity of the examination rested upon the student's professors and the examination's graders.

Faculty members were in agreement that the examination validly measures only one factor--the ability to organize and write. Their comments implied approval of measurement of this factor as one of the examination's purposes. Only one faculty member questioned this use of the

examination; the others were ready to defend it without question. They were not sure, however, whose responsibility it was to see that the student developed this ability. The duty was passed from the entire staff to the chairman to the student himself. Particular efforts by a professor to grade course finals rigorously would seem to be helpful if a student is told frankly what his weaknesses are; such help might be more valuable to the student than the evaluation of term papers. The professor is hampered by the fact that he is teaching students at both the doctor's and master's level in the same class, but perhaps some effort should be made for separate evaluation of the two levels. The professor may be in a better position to make this judgment than a chairman who is not teaching the student. On the other hand, if faculty members agree with the comment emphasizing student self-discipline, they should say so to the student-- early and often.

There was no clear distinction in the faculty comments between the ability to organize and the ability to write. Some phrases seemed to be used interchangeably, depending upon the respondent's definition of "write." The faculty generally did not consider writing as a literary skill, yet some of the comments seemed to indicate an

overlapping. For example, the comments that science and
mathematic majors and elementary teachers are more apt to
fail, and the need for greater verbalization to answer the
foundations questions. If these comments are true, the
faculty should recognize--and help the student to accept--
the problems of attempting to enter a "literary profession."
One member of the faculty commented that the student is not
convinced of his need to be able to write. Perhaps the
faculty assumes not only that the student has the ability,
but also that he places any value upon developing it. If
the faculty simply assumes the student has the ability to
write, on what basis are they judging him at entrance? Is
it possible to be admitted to the Advanced School with
questionable writing ability?

The items mentioned that the examination does not
measure indicate that there was other information about the
student that the faculty would like to have. The comment
about the superior student raises a question. If he did not
get the best grades on the examination, why not? What cri-
teria was the faculty using when they called a student
"superior"? He was evidently not one who excelled in or-
ganization or writing. Perhaps he was creative and resisted

standardization, since no faculty member believed that the examination measured creativity.

One respondent suggested that the examination is one measure only. What are the other measures that do identify the qualities the faculty would like to test: ability to work with others, to do well on a dissertation, to succeed on the job? Are the students aware of these other measures?

Variables Affecting the Validity

The second question, or series of questions, re-lating to validity was roughly "What extraneous factors, or variables, do you see as affecting the validity?" On the basis of previous interviews, the interviewer focused on four possible variables: 1) chance, 2) the physical con-dition and fatigue of the student, 3) his performance under emotional stress, and 4) his "test-wiseness" as shown by his conformity and use of jargon.

Chance.--Two-thirds of the faculty responses showed an awareness of chance as a variable and the attempt to limit it by the general nature of the question. The most frequently repeated comment was:

Chance is inherent in any test, but the questions are
not detailed and the faculty is not malicious.

A more extreme position was taken by a few faculty members:

It is difficult to do more than slight sampling with the
present examination.
Sampling is a weakness of the test.
The sampling is haphazard, and overwhelming to the stu-
dent.

One-third of the faculty members commented that stu-
dents overplayed the chance element, and used it as a con-
venient alibi.

Physical condition and fatigue.--All of the faculty
respondents were concerned about the possible effect of
fatigue and physical stamina upon the validity of the exami-
nation. With two exceptions, they saw fatigue, like chance,
as inherent in an examination. Their only suggested solu-
tions were for more freedom in examination regulations, and
for separation in time of the sections of the examination.
They commented that this separation, however, would serve to
prolong the examination period, and perhaps more fatigue
would result. One faculty member suggested that the stu-
dent's method of preparation was the cause of fatigue, not
the examination itself; another, that the student overem-
phasized his fatigue.

Performance under emotional stress.--Faculty members

were divided in their acceptance of performance under emotional stress as a variable. Approximately half of the respondents saw the stress factor as one which the test should measure; the other half saw the stress factor as an extraneous variable.

The faculty members who saw the stress factor as validly measured commented:

> We all work under stress and a time limit.
> There's always stress when much is at stake.
> Skills and information are valuable only as we can use them under stress.
> The person who is not able to work under pressure probably should not be working on a doctorate.
> The whole profession is under stress. It's unavoidable.
> If there were no stress, more of them would flunk.
> Even under stress, one does not contradict his basic beliefs.
> Teachers today more than ever must think on their feet. The examination may be an indication of this ability.

The faculty members who saw the stress factor as extraneous commented:

> I'm not sure how much we need to know of how much people can stand. We need to explore this.
> Undue stress is probably one of the weaknesses we have here.
> The emotional person is at a great disadvantage at having this examination be a determining factor.
> It is a foolish argument that we are interested in the student who has control of himself. This ability is primarily helpful in being a student, but may not be essential in his future work.
> A very frightening, demoralizing psychology enters in. Maybe this is the ultimate test—to find people you can't upset. If so, this is a good examination.

Most students who fail seem brighter in the Florida Room.
Test stress is different from professional stress. The
student may be balanced in other situations.
Failures who retake the examination should go through
the stress only once.

Conformity and use of jargon.--The last variable

chosen for focusing was the student's ability to conform to

a supposed "point of view," and his ability to use educa-

tional jargon to disguise a superficial knowledge. Faculty

members as a group did not see conformity and use of jargon

as an important variable.

The majority of the faculty respondents (about two-

thirds) felt that a student need not agree with any particu-

lar point of view, if his thought and organization were

logical. A minority (about one-fifth), however, saw some

instances of need to conform--usually in departments other

than their own:

Some of my students have tried to determine what school
of thought they should rely on. Some wouldn't dare to
oppose a given professor's theory.
To be very honest, I think there are favorable points of
view where the student would be well advised to take
that view.
High standards go to the practical psychologist who can
dichotomize himself.

About two-thirds of the faculty members believed that

a student was not helped by a clever use of jargon, since

they believed that they could detect superficiality, at

least most of the time:

> I think I can spot superficiality, but I don't know what other readers are looking for.
> It can be detected by analogies used.
> It's very difficult to show depth without knowledge. Some readers would surely spot.
> It sticks out like a sore thumb.
> Students show their confusion when their work is not quality.
> The student thinks he has to drop names, but they jump right off the page. He is shallow, like a social climber.
> I doubt if jargon will pass him, but he needs to know the language.

In contrast, a few faculty members (about one-fourth) saw

this as important:

> One of my pet peeves. I think that students get by all the time.
> It is important to say what the reader expects to hear.
> It makes a difference what faculty member has taught the course. Each generation says the same thing, but in different words.
> There is intentional and unintentional bluffing on all examinations. I can't detect it.

Faculty respondents generally discounted chance and

"test-wiseness" as variables of much importance. They

generally believed that they could spot a superficial use of

jargon, although they were not so sure that members of other

departments could. Only one respondent stated that he could

not detect bluffing; the others were more confident. Faculty

respondents were generally confident also of their ability

to separate a student's point of view from his logic; only

one respondent suggested otherwise, by stating that a stu-
dent's point of view always seemed more logical if it was
also his.

Faculty members were much more concerned about the
student's physical condition and examination fatigue as a
variable, but had no ready solution. One respondent sug-
gested that it was the student's preparation which was at
fault; this would seem to imply that any attempt to alle-
viate fatigue should begin with guidance advising study
habits.

The faculty differences on the validity of measuring
the stress factor were probably related to acceptance of one
of the examination's purposes, that of measuring personal
qualities. Another point of difference was their acceptance
of the assumption that examination stress could predict
operation under other stress conditions. Perhaps the ex-
perience of working under stress has made the faculty member
unsympathetic with the student who has not learned to do so.
The question seems to be how much stress is "undue."

Student Perceptions of Validity

Factors Measured by the Examination

Student respondents believed that the examination primarily measured the ability to organize information and communicate it in written form. They saw two other factors of slightly less importance: achievement and personal qualities. Student respondents generally did not limit themselves to naming only one quality.

Ability to communicate.--All of the students except one mentioned the ability to organize as being validly measured. Several of them used the term "outlining":

> I outlined, always did, and told others to.
> I planned outlining in my preparation. I wanted to have my reflexes ready.
> I outlined carefully and made sure my outline showed in headings.

The one dissenting student took issue with the assumption that organizing and outlining were the same process:

> This is picking and outlining, not organizing, because facts are needed to organize. Making an outline has nothing to do with real mental organization. I learned to outline in the eighth grade sufficiently for the examinations. It's a disadvantage if you can't outline, but the examination didn't tap my mental organization.

The student's evaluation of his own ability to organize might have been a source of confidence or worry:

I'm not happy with the way I organized.

I tried outlining, but then there wasn't enough time to write.

I felt fairly confident about my writing--my ability and training were adequate.

The failure may have the knowledge, but he can't organize.

R-One professor told me that I should have learned to organize, but my term papers had always been accepted. It was the first I'd heard of it.

Seminars help in organizing, because not many of us will do this on our own. It could be done in any course, but it takes a professor who works well with students.

The separation between ability to organize and ability to write may be artificial, but several students implied a difference:

R-I'm very poor at expressing myself on paper.

Maybe more depth could be shown in conversation than in writing. We could have a pre-qualifying the semester before where the student can just talk.

I can write better to a person who knows me.

The examination screens out people who can't communicate by writing. They may know a great deal, but can't express it. The faculty usually agrees on the need for expression.

Students preparing for the examination were united in their worry about their writing:

B-Many people have a gift of gab. They can talk, but can't perform.

B-The examination places too much faith in the ability to write.

B-Just a literacy test.

B-I have the feeling from one member of the faculty that he considers mechanics very important; for example, spelling. I think that logic, approach, information should be more important than they seem to be to him.

Achievement of knowledge.--A second factor mentioned

by about three-fourths of the students was achievement:

> It does partly test capacities, knowledge, and poten-
> tialities.
> It separates those with a grasp of the material.
> It certainly tests knowledge.
> It tests ability to remember readings.
> It tests preparation in the area of the particular
> question.
> Some of it is specific memory. I don't know how much I
> remember. I'd have to brush up to retake.
> Most areas were well covered with good questions that
> got at basic attitudes.
> None were especially hard, but they could have been
> without certain courses.
> The student's achievement may be affected by the intent
> of his program. For example, foundations may not be
> the basis of his program.
> B-It tests definitions and conceptual thinking.

Personal qualities.--About three-fourths of the stu-

dents saw other qualities, mostly personal, on a par with

achievement:

> The ability to work under tension.
> How much you know under pressure.
> Duplicity.
> Maybe dedication and perseverance, but why don't they
> say so?
> The failures get scared and can't organize, I doubt if
> many fail because of lack of knowledge.
> The pressures that develop make the examination empha-
> size techniques of presentation and ability to keep
> facts and authorities in mind, rather than principles
> and basic learnings.
> B-It is conceivable that a factual crammer could do very
> well in philosophy.
> B-The faculty says, 'The examinations are needed as a
> challenge. If they are a threat, you shouldn't be a
> doctoral student.' To us, they are a threat, not a
> challenge.

B-I heard a professor say about a failure, 'He must have
gotten upset, because he really is a very good stu-
dent.'

Dissatisfaction.--Volunteer comments of students

questioned the validity of the test, and suggested some

qualities that the examination did not measure:

The examinations do not measure what the faculty intends
to measure, and not the same thing every time.
It doesn't always separate the competent. Some very
good people flunk, some pass who should not.
The test can't give both depth and breadth. If the
question is specific, it is catchy. If it is broad,
you can only generalize, and this may be superficial.
The examination was no indication of what I can do. I
did not come up to my standards. I cannot think under
tension. It really was a very unreliable test of me.
It does not point out proficiency. Some of the old
questions I could answer any time; others not, even
now.
It doesn't gauge depth.
W-I feel cheated. I was not examined in these areas.
If they are going to cover these areas, I wish they'd
take a week and really cover them.
W-It does not show synthesis.
B-I still don't think it proves whether you will be a
successful scholar or practitioner.
B-It does not get at philosophy or a mature viewpoint.
B-It measures all right, but not always exactly what the
faculty thinks.
B-Course work and experience seem insignificant.
B-It does not show breadth, or not as much as a person
might acquire without this narrowing influence.
B-Not everyone should go right through to a degree, but
the method of evaluation should be an analysis of
weakness, not this pressure.
B-I know of no evidence which shows that a passing grade
on the examination predicts future performance any
better than the faculty judgment of course work.
B-Evaluation should depend on motivation and enthusiasm.
Great contributions are made by this person. And this
the examination doesn't show.

Dissatisfaction with the examination appeared in other re-

sponses volunteered:

> The point of view is largely chosen for you unless you
> have a lot of knowledge in that area.
> I'm not sure that it's fair for everybody.
> The test is no good. It's ridiculous to assume that it
> tests knowledge.
> When it's all over, you don't know how you did. What if
> they were trying to test something else?
> It violates all the principles of learning.
> I thought that I'd passed all but one area, but it was
> still a question of the reader's judgment.
> Seminars would be better for synthesizing, but not as
> concrete or convenient as an examination--if the
> faculty members are honest enough to admit it.
> I don't know how the test correlates with IQ--if the
> smartest people pass or not. We have thought we
> noticed that rigidity may cause failure.
> I can't answer your questions. The examination already
> has so many things wrong with it. It's like saying,
> 'In spite of the fact that this car's engine is all
> shot, and the body is all smashed in, what else is
> wrong?'

As might be expected, the students preparing were

the most critical:

> B-The set-up is unrealistic. Two days to be admitted to
> the lodge? This is unfair. Does passing mean scholar-
> ship? intelligence? luck?
> B-There should be some other way the faculty can make a
> judgment of whether I'm worthy to be admitted to the
> fraternity, other than two days out of three years.
> B-This should not be the only judgment. It should in-
> clude people's evaluation of you also. Maybe it does
> of course--we don't know.
> B-If it were longer and broader, like the Graduate
> Record Examination, I wouldn't bother to study for it.
> I don't think we should have to. It's much less
> nerve-wracking.
> B-I question whether it's worthwhile, regardless of what
> other universities do.

B-I suppose the members of the faculty tell themselves and are convinced that this is to find out if we have a broad background and qualities for leadership. I have no doubt that they're sincere, but you can't find out in five questions.

B-Especially in education, where we are supposedly leaders, couldn't we figure out a better device?

B-You get the feeling that professors put a lot of emphasis on it, and your other work would be relatively nil in their opinion.

B-Damn big farce, the closer you get. It's a game: 'Do I or don't I have the right things at the right time?' It should be 'Am I well enough versed to handle any situation?"

B-Two days of orals may be better, broader with deeper meanings.

B-I can't conceive of the reasoning, and if they have any, I don't think I could accept it--if what they're trying to do is find out what we know about education.

B-Maybe we need an open book, or time to think, rather than our snap judgment.

B-It's impossible to review for--unless they're going to give you an outline. It's too big.

B-We're dealing with personality, with human beings. The most effective screening devices would test practicality and professionalism.

B-Maybe the tests actually aren't difficult, and all the secrecy and everything is to build up the feeling that it's a pretty rough experience.

B-It's not logical to assume that one question will show anything.

B-It has no value as far as it tells the faculty anything. It has value only for study and common perspective of the students.

There were questions about the expectations:

I think they could clarify what they expect. Maybe they'll never do it.

Everyone around here has someone who tells him how to write the examination.

Expectations, what are they? Five pages or ten? No one says.

B-None of us know what it's about.

B-I have no idea--I'm sure the faculty does.

Students used stories of citations as examples of errors in validity:

- I was cited in philosophy, but I am not proficient in it. I had one course in it, with a "B." It depends on whether you're hot on that question.
- B-Citations are luck. My opinion of students who were cited or just passed was not changed, and I doubt if it changed the faculty's.
- B-Citations don't mean what they should—this is subjective judgment. The result may show strength where the student says he is weak, and vice versa.
- B-The guy who's cited is great in his field. No, just lucky.
- B-One faculty member said, 'If I had known that was <u>his</u> paper, I don't think I would have cited him. He's not that good.' Is this a true measure?

Students have emphasized the measurement of an organizing ability, with several of them believing this quality important enough to cause failure. Some students interpreted organizing to mean outlining; others interpreted outlining to be a mechanical literary skill—for example, the student who made sure that his outline showed in headings.

The pathetic comment of the student retaking the examination who said, "It was the first I'd heard of it," indicates the student's confusion about his organizing ability. His statement was a repetition of the pleas mentioned in the preceding chapter of this study; students want some evaluation earlier. Perhaps all professors are not

able to help a student in organizing, however; perhaps the
necessary criticism demands a firm interpersonal relation-
ship--in one student's words, "a professor who works well
with students."

In their comments on the measurement of achievement,
students mentioned broad knowledge as being tested, but also
specific courses, readings, and "memory." It seems signifi-
cant that they placed personal qualities, largely the
ability to work under tension, on a par with achievement.
What is implied by the student who said that the examination
tested duplicity?

The majority of the students implied they agreed
with the one who stated the examination was a threat, not a
challenge. It is difficult for the student to see an exami-
nation of such importance as anything but a threat. If the
faculty honestly wants the examination to be a challenge to
the students, they will have to remove some of the weight
attached to it or find some way to reassure the students be-
fore the examination.

Volunteer comments included mention of areas outside
the scope of this study: the need for diagnostic and pre-
dictive instruments, and evaluation of personal qualities.
The volunteer comments made by the successful students

deserve attention; these students are removed from fear of
the examination, so their criticisms are the result of per-
sonal resentment, professional dissatisfaction, or lack of
information. Many of the comments by the preparing students
appear to be exaggerated, but they do reveal the need for
information, and the rampant quoting of off-hand remarks by
faculty members.

Variables Affecting the Validity

The second question relating to validity was not di-
rected to the preparing students. Successful students were
asked to comment on the extraneous variables affecting the
validity. Preparing students, however, volunteered comments
on the four variables chosen for focusing: 1) chance, 2)
the physical condition and fatigue of the student, 3) his
performance under emotional stress, and 4) his "test-wise-
ness" as shown by his conformity and use of jargon.

Chance.--Both groups of students generally agreed
that the chance factor was very important. Students pre-
paring for the examination were unanimous in seeing the sam-
ple as inadequate, and chance as the determining factor:

You need more questions in each area.
If I knew everything about everything, I could pass.

I might do well in one area once, but flunk it the next
time.

The sample is contrary to all testing procedure.

W—Some questions were unfair, with no alternate. Did I
choose the important thing?

W—You could know nine-tenths of the material, and still
not know the answer.

B—Out of the whole field, if they don't hit the right
thing you remember, you're out of luck.

B—You couldn't convince me in a million years that
chance doesn't enter in when you only have five ques-
tions.

B—It's not fair to have all your eggs in one basket.

B—It is like throwing a lifetime away on a throw of the
dice.

B—You can't escape the worry—the chance that some seg-
ment of the area has been missed in your study.

B—There's too much rightness in a single question.

B—In two days you can lose everything, although I know
orals count.

B—Two days in which some degree of luck depends on
reader, sample, and point of view.

B—Physically you might have a bad day.

B—A man's life can't depend on two days, but I don't
know what else is considered—I feel that there must
be other factors in judgment.

B—It's not the fear of the test itself—it's the chance.

Successful students agreed with the preparing stu-

dents with one exception:

Luck is not a factor. This is not one of the most in-
sidious things to imply. I've heard students talking
about it, but I've heard more of it from faculty mem-
bers in off-hand chance remarks. Whether it's a slip
of the tongue, accidental or not, it's there and a
source of student concern. Students may misinterpret
and implement their remarks, but it originates with
the faculty. They could alleviate tension by not im-
planting this worry.

Physical condition and fatigue.—With one excep-

tion, all of the students saw the variable of fatigue and

physical stamina as affecting the validity of the examina-
tion. Physical exhaustion the third day was mentioned most
often, manifested in difficulty in writing, in poor circula-
tion, and stiffness. Several students stated that they were
too tired to sleep the following night. Successful students
were divided on whether more time would be desirable. The
student who said "Double time needed. I was exhausted and
wanted to work slowly" was matched by the one who said "I
couldn't take much longer than three days." Most admitted
that they were mentally and physically exhausted when they
began the examination, because they had violated all the
rules of good sense in their study. They stated, however,
that tension at the time was so great that it was impossible
for them to rest. One student who controlled his study
habits began the examination rested, and commented that the
examination days were "three of my most pleasant days."

Preparing students stated:

B-The long hard grind disturbs me--to sustain the neces-
sary concentration.
B-Three days are man-killing. I don't know if I have
the stamina.
B-They prove nothing beyond a heroic capacity for en-
durance.
B-They are not supposed to be testing our physical
stamina. They could do better by taking away some of
these little things that build up tension--such as
what examination will come first.

<u>Performance under emotional stress</u>.--The two student groups differed in their acceptance of stress conditions as extraneous. The preparing group was unanimous in objecting to being tested under stress conditions. The successful students agreed that performance under stress was being tested, but they were divided as to whether it should be. Approximately half saw such performance as being validly measured; the other half saw it as extraneous:

> We need to be in a stress position and operate under it. It's tough, may crack you, but you know you can take that much.
> Knowing you have passed is a challenge and a security. It's a good feeling to know that I can take the pressure.
> It tests personality aspects which may be important.
> It's part of the initiation procedure, and always a factor when the outcome depends on another's judgment.

The disagreeing students responded:

> Are they testing endurance?
> I think we are defying the same principles we are teaching when we give such a test this importance.
> There have been times when very capable people have not performed well and perhaps denied to go on. This is unfortunate.
> So many students develop some psychosomatic illness. The amount of nervous tension interferes with learning.

Successful students often volunteered that they would not put themselves under this stress for a second time, saying "It simply isn't worth what it takes out of you," and often expressed admiration for the student who was

attempting the examination for the second time.

Students preparing for the examination were worried:

- B-In one hour, I don't trust myself to be as lucid as I might be.
- B-Someone who is high strung may blank out. It is the pressure that is built up that you live or die by this examination.
- B-I've heard the other students say that it's just whether you can take it.

Conformity and use of jargon.--The last variable

chosen for focusing was the student's ability to conform to

a supposed "point of view" and his ability to use educa-

tional jargon to disguise superficial thinking. Successful

students generally believed that both of these qualities

were important, particularly conformity to a department's

emphases. Nine-tenths of the successful student respondents

believed that conformity was important:

- Knowing the department philosophy is important. (Ten responses)
- The student may pass by saying what the faculty wants-- he does not say what he believes. His aim is to pass--he can pretend to be somebody else during these three days.
- I was fearful of being original on two questions.
- Our school is not necessarily in line with the rest of the country. I omitted some reference sources not current here.
- Two questions were structured so that you had to take that position. I don't even believe in the objective I had to select criteria for.
- I first panicked, then I wondered what the department here thinks.

You learn the department approach from classes. I
thought I knew what the department might want. This
is not conformity--this is fear.
W-It's possible to fake a mastery and not see the need
for synthesis. That's why a seminar would be better.
W-I was not given a chance or asked why I took a certain
stand.
R-I organized, but not the way they wanted. I should
have written like a course final. I wrote what I
thought--I shouldn't have.

One student disagreed:

In one question, I knew there were different points of
view, and I debated about whether to take the depart-
ment's. Then I consciously put this out of my mind,
and wrote what I believed.

Several students amended their statements to exclude

the superior student. They believed that the truly superior

student perhaps need not conform, but the average student

was a little more safe if he didn't take issue with accepted

views. Likewise, the superior student might be able to

answer some questions by a use of jargon, but the average

student could not safely depend upon his use of language.

It should be remembered that specific questions on

extraneous variables were omitted from the interviews with

preparing students in the interests of avoiding anxiety.

Their responses therefore were largely volunteered.

Both student groups were concerned about all four of

the variables here reported, but the two groups were divided

on their relative importance. Preparing students were more

disturbed about chance and performance under stress. Successful students were more apt to see these two qualities as inherent in the examination; their objections centered on the testing of physical fatigue and endurance, and the student's "test-wiseness."

The worry of the preparing students about the element of chance seems to negate for him the importance of his organizing ability; even if the student is able to think logically, he still feels that he needs the right facts to think about.

In striking contrast to the emphasis upon chance as a variable is the one objection by the student who saw this outlook as "insidious"; moreover, he placed the responsibility for its origin upon the faculty.

No one seemed to have the answer to whether it was less fatiguing to have a short intensive examination period or a longer period. Most students seemed to know, on an intellectual level, that their method of preparation was unhealthy. It is logical that the preparing students are very frightened by the informal reports on physical fatigue; the examination promises to be a unique experience, and they have no guide to predict what their reactions will be.

Students implied that there was a particular

"test-wiseness" that applied to this examination; whether
they were right or not, they believed it necessary to know
what the department "wants." Something is wrong--either
faculty judgment or student information--when a student says
"I wrote what I thought--I shouldn't have" in discussing his
failure.

Summary of Faculty and Student
Perceptions of Validity

Factors Measured by the Examination

Both faculty and student respondents listed many
factors as being measured by the examination. The most
frequently mentioned factor by both groups was the ability
to organize and write. Faculty respondents listed achieve-
ment second, and personal qualities third; students saw
these two qualities of about equal importance. Implications
from both groups that some desired qualities were not being
tested were illustrated by the volunteer negative statements
of what the examination did not measure. There were impli-
cations also that some qualities were being tested without
being openly named.

Faculty members and students generally agreed that
the ability to organize information and communicate it in

writing should be tested, and is being tested, by the examination. Concern of the faculty was centered around the extent to which the program diagnoses or develops this ability. The preparing students were concerned whether they could demonstrate this ability under stress; they were acutely conscious of the supposed relation between organizing ability and failure, but nevertheless they were apt to concentrate on gaining factual knowledge on which to base their organization.

Neither of the groups were clear about exactly what achievement was being tested; several of the faculty respondents noted that the attempt to measure achievement also tended to standardize the candidates and limit creativity. Both groups pointed out that the examination measured personal qualities, such as endurance, but the student groups emphasized this area much more strongly than the faculty group.

It should be remembered that the judgments of validity which are reported in this chapter are based upon the individual's frame of reference in regard to the examination's purpose. Some of the criticisms of the examination are actually directed at other procedures of the program, such as the lack of earlier diagnostic and predictive

evaluations. The responses of the faculty members and the successful students seem particularly significant; these respondents in an unthreatened position disagreed widely on the validity of the examination. The respondents agreed that the examination validly measures one quality: the ability to write. If this is the only area in which there is agreement, it would seem that the measurement of writing ability would be openly acknowledged as the primary purpose of the examination, and student preparation and readiness would be determined by his development of this quality. Moreover, he would not mistake completion of courses, or mastery of factual knowledge, as satisfactory substitutes for adequate preparation.

Variables Affecting the Validity

Both faculty and student respondents agreed that the validity of the examination was affected by the four variables chosen for focusing: 1) chance, 2) physical condition and fatigue of the student, 3) his performance under emotional stress, and 4) his "test-wiseness" as shown by his conformity and use of jargon. The faculty was generally not concerned with chance or "test-wiseness"; they were more concerned about the physical fatigue of the student. They

were divided in their opinions of the extent of emotional
stress, and the validity of testing it.

The two students groups differed with the faculty
group and also with each other in the relative emphases they
placed upon the four variables. Both student groups thought
chance was more important than did the faculty group, par-
ticularly the preparing student group. The successful stu-
dents emphasized the need for conformity to a departmental
"point of view." Like members of the faculty, they were
divided in their opinions about measuring performance under
emotional stress. Both student groups were less disturbed
about the effect of physical fatigue, the one variable which
is partly under their control. Perhaps they tended to gripe
about faculty actions, rather than taking action themselves.

The acceptance of various variables as qualities to
be measured becomes one of degree. Both faculty and student
groups accepted performance under stress as necessary and
desirable to test--to a certain extent. To a more limited
extent, they accepted the ability to use the language of the
profession. The difficulty arises when time and emotional
pressures are too great, when jargon and conformity are too
influential, when chance is a simple gamble.

The question of chance seems to be an area where

members of the faculty should consider the effect of their
statements on the preparing student. Granted that chance is
inherent in every test, emphasis upon chance is apt to be
demoralizing. The student is better able to concentrate
upon preparing himself if he can put the idea of luck out of
his mind. The faculty member who suggests the importance of
luck is probably trying to be reassuring to the student; he
does provide a ready-made rationalization for a possible
failure, but he does not help the student to prepare to pass
the examination. It is difficult for the student to con-
tinue studying for an examination for which the faculty sees
no other purpose--"If this is all it is--just chance--it's a
mad rat-race, and I want no part of it."

The extent of stress which a student feels and the
way he reacts to it seem to be related to his perceptions of
the validity and the purpose of the examination. Much of
the stress now existing could possibly be removed by a
clarification of examination purposes and the qualities it
is designed to measure. The student who sees no purpose in
the examination, who does not understand the faculty's pur-
pose, who does not know what the test measures--is indeed
under stress. One faculty member said "I like to think of a
threat-free atmosphere as one when a person can depend upon

his friends not to treat him unfairly," and a student stated "It takes faith."

The successful student does not always realize that his judgment of the qualities necessary for passing the examination may not be accurate; therefore the information that he passes on to the preparing student may be inaccurate or misleading. Successful students listed conformity to a department point of view as an influential variable, but they did not know the extent to which their use of jargon or their conformity helped them to pass. They may have passed for other reasons; but if they have intentionally conformed, they may misinterpret and emphasize their conformity. Perhaps this is partial explanation for the student's emphasis upon point of view and "party-line," and the lack of creativity which members of the faculty deplore.

The preceding reporting and interpretation of data have supplied information on individual evaluation of the validity of the examination. Further conclusions from the data will be reported in Chapter VII.

The second aspect of the examination, reliability, will be explored in the following chapter.

CHAPTER IV

STATED PERCEPTIONS RELATED TO THE
RELIABILITY OF THE EXAMINATION

When the purpose of an examination is clearly de-
fined, and the validity established, the question still re-
mains: "Does the examination measure consistently?" When
the purpose is not clear, and the validity not established,
there is little sound basis for judging the consistency, or
reliability. In other words, there are two "prior ques-
tions" hidden in the frame of reference on which a judgment
is based.

The previous chapters of this study have reported
the variation in the stated perceptions related to the pur-
pose and validity of the examination being studied. This
chapter will report the stated perceptions related to re-
liability. It is logical to expect that the variation in
the two "prior questions" will show up also in this chapter.

Critics of the examination can always maintain their
position by questioning the reliability of the examination.
Typical comments of concession are often introduced by

"Even if it does test . . ., it still depends upon the
grader," or "it depends upon what they're looking for," or
"it depends upon who else is writing." On the basis of such
comments, four factors affecting reliability were chosen for
focusing in gathering and reporting data:

1. The personal and/or professional bias of the
grader.

2. The grading criteria.

3. The identification of the grader by the student.

4. The identification of the student by the grader.

The responses gathered for this chapter differ from
those gathered for the preceding chapters in one respect.
The questions, assumed to be a source of anxiety, were not
directed to the preparing students, unless they first volun-
teered a "cue" comment.

The four sections of the chapter will report faculty
and student responses to seven questions, rephrased accord-
ing to status of the respondent:

1. To what extent do you think the bias of the grader
   affects reliability?
2. To what extent do you follow the criteria on the
   rating scale? Do you use comparative judgment?
3. Do you feel that student writers have identified you
   as the grader? Would you prefer to be named as the
   grader?

4. To what extent are you able to identify the student
    writers? Would you prefer the name of the student
    in place of the present code number?

Faculty Perceptions of Reliability

Effect of Bias of the Grader

The first question directed to the respondents re-
lating to reliability was "To what extent do you think the
bias of the grader affects the reliability of the examina-
tion?" The faculty differed on the extent to which this
factor is important; the majority felt that grader-relia-
bility as a factor was highly overrated by the students, but
a vocal minority disagreed.

Controls.--Three-fourths of the faculty members felt
that grader-reliability was partly controlled by two pro-
cedures: the independent grading by two readers, and the
work of the examination committee in assigning readers and
evaluating the results. Others mentioned the close range of
differences between the two graders and the few cases of
disagreement:

  Disagreement is very seldom among the faculty, and then
    only on marginal cases. Quality shows or does not.
  Certain readers may be more critical, but the faculty is
    not partial.
  Not as important as students think. (Six responses)

Not a justifiable worry, since at least ten people are
involved.

One faculty member disagreed on the similarity of scores:

I am disturbed by the variance in scoring. This
shouldn't be, even if the student is trying to write
for one grader. Varied scores should be thrown out,
or the professor who has taught the student should
have his score weighted.

The remaining one-fourth of the faculty members

evidently did not see the two procedures as adequate con-

trols:

The best way to pass is to take courses from certain
people and then immediately take the examination be-
fore someone else teaches them. The student can give
back the view of the instructor.
Trying to see the graders beforehand is only intelli-
gent.
I'm bothered about a particular point of view of an in-
structor, a test, or a course. Students think an aw-
ful lot depends upon the reader. I encourage them. I
know it's so, and just as important as the question
itself.
It is necessary to have some idea of the grader to write
for him. It shouldn't be this way.
Students should be concerned about the grader as one
source, although not the major one. I would try very
hard to find out who was grading, if I were a student.
The smarter the student is, the smarter he is at
guessing the graders.
How the grader feels that day is a variable. (Two re-
sponses)
People not concerned with the doctoral program may read
from a too special standpoint and be too uncompromis-
ing. (Two responses).

Student emphasis.--Some faculty members were con-

cerned about the students' worry about the graders:

This is a big mistake the students make. They try to
beat the system and study wrong.

Trying to outguess the professor is bad and not con-
dusive to education. The student behaves as if the
professors were against him.

The student has a very unrealistic idea of what the
faculty requires. His responsibility is to understand
the biases of faculty members, but also to understand
that they are intellectually honest.

This is something that apparently we haven't said ade-
quately to the student. His job is to stand on his
own feet, recognizing a variety of views.

The student's thinking is not centered on the question.
(Two responses)

This idea has crept into the students' thinking the last
three or four years—a very dangerous approach. They
are way off base and superficial.

I suspect students think the faculty make judgments in
individual ways. But if he writes what he does not
believe, he has not developed to a doctoral level.
This will show through.

I don't think our students give the faculty credit for
being sincere. When he flunks an exam, it's the pro-
fessor who flunks him!

Maybe it's pressure on the student, maybe a lack in our
program. Part of it is the system that makes the stu-
dent afraid to be original.

The whole problem involves a matter of trust. The stu-
dent does not really trust the faculty. He doesn't
believe that the faculty member is honestly not trying
to find out whose paper he is reading. We have more
important things to do. All of us see grading as a
chore to do as quickly as possible. We are profes-
sional people reading from a professional standpoint.

The students underestimate the faculty.

Possible explanations.--Other faculty members saw

the student as reflecting the situation or his past ex-

perience:

It's years of training in test taking, in the normal
perceptions of faculty and student roles. The pro-
fessor is a stereotype.

The whole approach to tests has been wrong. The students have learned all through school to be concerned about the grader.

His prior education has not been focused on getting meaning.

Part of being a student is listening to scuttlebutt, but some students take it too seriously.

An example of our divided community.

Suggestions.--Three respondents volunteered suggestions for faculty consideration:

The student has many stories of what the graders and the committee do. Their actions are supposedly confidential, but I doubt it. We need to know how much we can tell the student to make him comfortable, and yet be ethical.

We want to standardize the responses of students, but how do we take out the hazard for the student who has done an honest job of studying, and now has to sit down and ponder about who might grade and how he should answer?

Maybe more editorial function by the examination committee would help.

Their responses show that faculty members were aware of the possible effect of bias of the grader on the reliability of the examination. They have attempted to control this variable by two procedures. Whether an individual faculty member accepts these controls as being adequate seems to depend upon his judgment of his own reliability and that of his colleagues. The minority who question their own or their colleagues' reliability may be more sophisticated in their judgments about testing, or by nature they may tend to be doubtful of all procedures. On the other hand

they may have simply been speaking more frankly than the
majority of the faculty; perhaps more of the faculty would
agree with them but would consider such statements to be a
breach of professional ethics.

Questions remain unanswered for the faculty: Is
there much variance in the separate scores of the graders?
What is the action of the examination committee in handling
any variance? Several faculty members responded to related
questions according to their beliefs about variance.

Faculty responses show an awareness and an under-
standing of the approach of students to "beat the system."
Though faculty members generally deplored this approach, do
they try to make clear to the student the dangers of it?
Several suggested that the approach was a reflection of the
student's past experience with test-taking, but do they
help the student to recognize in what ways his doctoral work
differs from his previous work? Faculty members perhaps as-
sume a student maturity here which he may not have; regard-
less of maturity in other aspects, the doctoral candidate
may be naive in this respect. Since this is his first per-
sonal experience with advanced graduate work, he cannot de-
pend upon his previous experience for clues. He is

dependent upon observation and information--official or un-
official.

One respondent suggested a betrayal of confidence by
other faculty members--that actions of graders and commit-
tees, which are supposedly confidential, were known to the
students.

In their reactions to the approach to "beat the
system," some faculty members seemed to be hurt by the lack
of trust of the students. Several were indignant that they
were not accepted professionally.

Criteria for Grading

Under the present procedure of the College, the
graders are given a rating sheet, listing the criteria for
judging the answers. The faculty respondents were asked to
what extent they followed the rating sheet, and to what ex-
tent they felt they were in agreement with other faculty
members on the interpretation of the criteria. They were
asked also a second question on the extent to which they
graded a group of papers relatively.

Use of rating sheet.--In answer to the first ques-
tion, the majority of the faculty members (over five-
sixths) stated that they attempted to follow the rating

sheet. A few found that it was not applicable, or too time-

consuming:

> I prefer to add my own comment on the bottom of the pa-
> per.
> To use the rating scale correctly, I would have to read
> through the papers separately for each criterion.

Two respondents suggested that the use of the rating scale

was misleading:

> Judgment is always subjective, and a highly individual
> matter.
> We need to admit frankly that this is a judgmental pro-
> cess. We have to grant the faculty the right to judge
> in any way they see fit. The things we want are those
> that are read between the lines, the grasping of impli-
> cations.

    Judgment by specialists.--Several faculty members

were concerned that the judgment was being made from the

standpoint of specialists:

> We have somehow misled some students to believe that
> they have to be walking encyclopedias.
> The difficulty is to be sure that our expectations
> aren't too high.
> Readers may be too special. Students feel this, and the
> staff does also.
> My judgments are usually lower and harsher than other
> graders, but the questions should be graded by a spe-
> cialist.
> I have a feeling that the foundations people are looking
> for much more detail. More students fail foundations.
> Graders are specialists, but the examination committee
> tries to correct by offsetting extremists.

    One faculty member volunteered:

> Theoretically the system is good, but it's interesting
> to sit around with the faculty afterwards and hear

them discuss how they would have answered the ques-
tions--it's ridiculous.

Comparative grading.--In answer to the question on
relative grading, the majority of the faculty said that it
was impossible to avoid comparisons. One-fifth of the
faculty respondents said they judged each paper separately;
the remaining said they were influenced by the other papers.
Typical of their comments were:

> It's impossible not to judge relatively, but I'm usually
> careful not to give a low grade carelessly.
> I look for competency, rather than for a few brilliant
> answers.
> For me, it's easier to compare, rather than using an
> absolute standard.
> I try to judge each paper on its own merits, but you
> can't deny attrition.

This group of faculty respondents felt that the evaluation
of a student might be affected by other students who were
writing at the same time. Two respondents suggested that
the student-specialist be excused from writing in his
general area for this reason.

Recognition of student-specialist.--Faculty respon-
dents were asked if they were usually able to recognize the
paper of a student-specialist. Although a few faculty mem-
bers stated that they could identify the specialist, two-
thirds of the faculty respondents said they were not able to,
except in the case of an unusually brilliant student.

The faculty as a group did not seem to share common understandings of the criteria used for grading. Most faculty members stated that they were aware of the criteria used within their department, what their department "was looking for," although they were not sure of the criteria of other departments. A few faculty members qualified their statement even about their department, recognizing individual differences in expectations within the group. One grader suggested:

> I'd like to discuss the criteria with the other grader, rather than judging in isolation. Ratings vary widely and there is no agreement on the expectations ahead of time.

The graders generally accepted the criteria listed on the rating scale. Their differences in regard to its use were the strictness with which they adhered to it, or the adjustments they made to their area. Perhaps the use of the scale depends also upon their sophistication and their acceptance of the part that subjective judgment plays in their interpretation.

Perhaps this recognition that the rating scale is subject to individual interpretation is the basis for the comments about the papers being graded by a specialist. There seems to be a suggestion from several faculty

respondents that the specialist, by the very nature of the
depth of his knowledge, reads into the rating scale his own
emphasis.

If the specialists are judging from a rather narrow
view, it would seem that they could recognize the papers of
students from their own department. This situation does not
seem to exist, as the majority (two-thirds) stated that they
did not recognize the papers of student-specialists. Per-
haps, however, the conscious attempt that most graders make
not to identify student writers explains the lack of recog-
nition.

Several faculty respondents stated that a student's
passing might partly depend upon who else was writing at the
time. If this opinion is the considered judgment of the
majority of the graders, the membership of a particular
group would seem to be a factor for the examination commit-
tee to consider in making their final judgment. This con-
sideration would seem to be more important in the cases
where the grader was fairly inexperienced in working with
students outside of his field of specialization.

Student Identification of the Grader

If the student slants his answer for a particular grader, is his attempt apparent to the graders? If this slanting is important, should the grader be identified?

Awareness and reaction of the grader.--Faculty members were asked "Have you ever felt that a student was writing particularly for you?" Two-thirds of the respondents said that they had detected an attempt to "please" either themselves or other faculty members. A different two-thirds of the respondents said they were not, or would not be, pleased with such slanting, their reactions ranging from lowering the student's grade to considering flunking him:

> If I think I'm getting a snow job, his grade goes down.
> I'm outraged that he does it, even though I know that it is fear.
> I'd be likely to flunk him. I'm not impressed with this type of thing. The doctoral student should have developed some integrity.
> I don't like my own words given back, sometimes inappropriately. I want my teaching reflected creatively.
> It displeases me to have someone misuse my concepts. I've failed papers, and then gone back and read them later and passed them--when I discounted the fear reaction.
> I'd react negatively either if he tried to please me, or if he were argumentative.

While reporting their individual reactions would be largely negative, some faculty members also saw the

possibility of their colleagues' not recognizing the student

technique or their reacting to it with favor:

> It depends on how vain the grader is. Some might be
> influenced.
> There is variation within the faculty on the extent to
> which they want agreement.

Other faculty members felt this slanting to be simply a mat-

ter of preparation and attempted to ignore it, grading on

other factors.

Choice of references.--One way that the student may

slant his answer is by his choice of references from which

to quote. Several faculty members gave illustrations of re-

peated or unrelated quotations:

> I've noticed the repetition of certain references em-
> phasized in certain courses. (Two responses)
> I have heard students wonder about who the grader was
> because of the kinds of references they should use.
> Some graders want quotations as a sign of erudition.
> Many researches are sometimes thrown in all unrelated--
> a babble of tongues. The babbler is either cagey or
> has had more courses than most, but he is a threatened
> fraud.
> He quoted, but he didn't know what it meant.

Wisdom of identification.--Faculty respondents were

divided on the question of whether the graders should be

identified to the writing student. About two-thirds felt

that identification would be unprofessional or unnecessary.

Several added that identification might add to the anxiety

of the student. Four faculty members who would approve of

identification commented:

> It would be fairer for the student to know, since we
> need to recognize the grader as a factor. (Two re-
> sponses)
> They should know and should have the opportunity to talk
> to the graders later.
> The student is entitled to know. I am willing to defend
> my questions. This objectivity violates what we know
> about human nature.

Another faculty member objected to one of the reasons some-
times given for anonymity:

> So that the student can't put pressure on the faculty?
> This indicates there is something wrong with us.

It seems significant that over half of the faculty
members who responded to the first question stated they had
detected indication that the student had attempted to iden-
tify the grader. The data do not reveal, however, if the
attempts represented separate students. It is possible that
a comparatively few students operated in this way throughout
all the areas of the examination. For example, one student
could have been responsible for the responses of six faculty
members. It is also possible that a much larger proportion
of students attempted to identify the grader, but were more
clever in disguising their approach.

Another unanswered question is the ability of the
grader to recognize the student's attempt, or to see it as
insincere. A factor here might be the personal philosophy

of the grader, as one faculty member who commented "I trust the student. I'm not suspicious." The negative reactions of some of the faculty members to such attempts might also be governed by the extent of their identification with the subject matter.

The comments approving the identification of the grader were perhaps made by the faculty members who had earlier stated that they felt personal bias played an important part in the evaluation. This study, however, does not attempt to report relationships between the various responses of individual respondents.

Faculty Identification of the Student

Do the faculty graders recognize the student's paper in spite of the code numbers now in use? Would they prefer to have the student's name on his paper?

Recognition by the grader.--The faculty respondents were asked to what extent the code numbers concealed the student's identity. Over nine-tenths stated that they did not generally recognize the writer; further they made a conscious attempt to avoid identification. Typical comments were:

I don't usually know which students are writing.
The faculty seldom sees the student's handwriting.

I've never been actually sure.
Once in a while, if the student is my counselee.
Only if they intentionally reveal themselves by their
    examples.
Ordinarily, no. When I guessed, it was because I knew
    his background.
I didn't grade one paper when I knew the student was
    typing. Several of my guesses have been wrong.
Only once. The students make too much of this.
I felt bad about failing a person the second time, but
    I didn't know until afterwards.

One respondent disagreed:

You can't help but know in most cases.

   Wisdom of identification.--Faculty responses to the

second question were consistent with their attempt to avoid

identifying the student. Three-fourths of the faculty

stated they would prefer not to know whose paper they were

grading:

I'm sorry when I do know.
It would be more difficult if I knew.
This is an attempt to be objective and avoid the halo
    effect.
Even if the faculty does sometimes identify the student,
    the student may feel better using the code numbers.

A minority (less than one-fourth) disagreed:

What's wrong with knowing names? I don't think the code
    numbers are more accurate.
I think his name should be on his paper. There are some
    advantages.
The faculty is too concerned about this, maybe to insure
    impartiality. But the student this far along should
    know that we are not partial.

One respondent referred to the "prior question":

It all depends upon the purpose of the examination. If
this is for screening, then it is best not to know.

The faculty preference for student anonymity shows a
desire for objectivity in their grading. There is a sugges-
tion that their identification of the student would auto-
matically mean a subjective judgment which would be partial.
One faculty member said that the students made too much of
this, but another countered with the statement that the
faculty was too concerned. It seems logical that a student
who desires to do advanced study at an institution would
assume the impartiality of the faculty. Cannot the faculty
make the student's trust one of the tacit requirements for
his admission? Personality clashes which might affect a
grader would be balanced out by the number of graders.

Student Perceptions of Reliability

Effect of Bias of the Grader

Successful students were asked "To what extent do
you think reliability of the examination is affected by the
bias of the grader?" Preparing students were not asked a
direct question relating to the grader; however, they were
asked follow-up questions if they first volunteered a com-
ment.

Student explanations.--The successful students, with one exception, and all of the preparing students felt that reliability was very much affected by the personal or professional bias of the grader. Concern for the grader was particularly noticeable in the volunteer comments of the preparing students and those waiting for the announcements of the results:

> B-We all worry here because we want to slant to the grader. I may really believe the things I write, but I'd have a better answer, a better chance, if I knew.
> B-It depends on the grader's philosophy--the way he looks at the answer--what he is looking for.
> B-I shudder to think that some of the faculty would read mine.
> B-You may not really differ with someone, but you may word it differently.
> B-The anxiety is not knowing the point of reference of the grader. My reasoning may not seem legitimate.
> B-I think that X is fair, but I don't know this.
> B-I'm worried about who grades. We are trying madly to figure these people out. It comes back to an individual knowing another individual.
> B-In study groups and the Florida Room, we don't say 'Am I prepared to answer?' We say 'What does X think on this question?'
> B-My special will help me in most areas, but as far as knowing X's point of view--this threatens me. It boils down to 'Am I a good enough psychologist to read X's mind?' This is the real threat of the examination.

There was concern for the specialist grader, and specific faculty members and courses:

> B-There's always fear when these examinations are made out by a specialist.

B-I don't know why these two particular courses are so important in passing the examination. (EDF 610 and EDF 620) They are not always taught by the same person.

B-I don't like the idea that certain faculty members have the keys. We ask them what to read, pick their brains. No matter who grades, do they have an influence?

Students waiting for the announcement of results gave as one of the reasons for their insecurity the variance in judgment of the graders:

W-I have no idea whether I flubbed or not. I did very well or very poorly, depending on who grades.

W-I'm worried because some of the courses I had were from professors who are not here to grade the examinations.

Successful students did not usually suggest that failure would result from not "pleasing" the grader, rather a lowered grade:

Most graders would give a passing grade even if your views differed--if your argument was substantiated. But it is easier to substantiate when you take the school view.

I don't think you flunk for writing a contrary opinion, but your grade is lower. The faculty tries to be objective, but this is human nature.

Maybe I'm wrong, but if I were a grader, and had lived for forty or fifty years for an idea, and gone way out on a limb for it, and you give me an answer contrary to my honest opinion--well, I might grade you fairly high if you'd done a good job of writing, but if you had answered the way I would have, I'm quite sure I'd give an even higher grade.

What I did was compromise--some of my own ideas, some of everybody else's. You have a better chance of passing, if you don't go off the deep end either way.

Two successful students were reassured by faculty integrity:

> I'm aware that students may have a tendency to write for a particular person, but I don't believe that there are many faculty members around who would grade with that intent.

> Some professors are biased and would underrate a student who writes contrary, but in the main, the reverse is true. Most professors value logic regardless of personal views. The student had better risk offending the few who are biased.

Choice of references.--Concern for the bias of the grader was shown by student comments related to the necessity for quoting research and for quoting specific references:

> I was worried sick while waiting because I hadn't quoted.

> I had heard that if X reads, you would quote A. If someone else reads, quote B. So I quoted them all--intentionally.

> I heard all the tales about having to quote exact references--that the faculty considered this scholarship, and that you'd flunk if you didn't.

> I was fearful of being original on two areas, and restricted myself to quotes from A and B.

> I quoted everything, even the Bible.

> We hear from the beginning that you can't leave a point unguarded. We know this from both faculty and student comments, and from the past history of the examination. The entire faculty might not agree on this, but the student develops a mental set toward these details, and he loses a lot of learning he could be doing while reviewing. Even if only one faculty member feels this way, the student is in a position where he must begin to back up what he says by authorities--and he must try to determine who's going to grade, and gear his quotes to these people.

> B--It's easier to document if you know what the grader likes.

B-Study groups say 'Don't waste time learning that; you can't quote it.'

B-It seems a waste of time to know an area and then go back and memorize just to be able to quote.

B-You're supposed to quote even if you don't agree. Everything is solved. The answers are in some book. Hell, some people can agree with everything just because they have good memories. The quality of thinking should also depend on how you can disagree.

There was a favorite approach to meet this problem: the best thing to do was to learn ten overlapping references. For example, The Human Group by Homans was good for Administration, Social Foundations, and Curriculum.

Advice for preparing students.--Over five-sixths of the successful students would advise the preparing student not to be concerned about the identity of the grader. It is a factor outside of his control, he can never be sure he's right, and it is therefore a useless worry. In addition, trying to consider the grader during the actual writing takes time and is a distraction. As such, it is anxiety-producing:

I thought about the grader once, but made up my mind to write my honest convictions.

I worried about one grader's frame of mind, but made myself forget it. It wasn't under my control.

I didn'c care who was grading. I wrote what I believed. This is my nature, I'm not clever.

I thought of the grader only once, and was sorry that I let it enter my mind then.

Although the successful students had some faith in the balancing out of biases by the number of graders, there were no comments on the work of the examination committee

in controlling this balance.

Among the student responses, the sheer number from the preparing group is significant, since this group was not asked a direct question pertaining to the bias of the grader. Their volunteer comments reveal that they will first attempt to find out who is grading; since this is often impossible, they will then devise techniques to satisfy all graders.

Their reactions may be partly explained by their being in a threat situation. The volume of desired knowledge seems overwhelming; it is almost presumptuous to be confident of a grasp of all areas. Perhaps if the particular bias of the grader is known, the volume is narrowed a bit.

Their preparation, if grader-oriented, is probably an excellent opportunity for their actual learning of the views of the supposed graders. To the extent that these graders represent the goals of the doctoral program, this preparation would seem to be desirable, since the views of the graders are learned, whether accepted or not. Why the preparing group chooses this particular approach is probably the result of several influences. Perhaps their experience with previous examinations determines their "set,"

but apparently the comments of successful students and casual off-hand remarks of the faculty also play a part.

There is a marked change in the tenor of the responses of the preparing and the successful students. As might be expected, the successful students, no longer under threat, are less critical of the faculty. Their responses are similar to those that the faculty members make in discussing the objectivity of their colleagues. Their comments reveal one significant idea: concern for the bias of the grader appears to be a factor more in their preparation than in their actual answering of the questions.

Both groups felt that documentation was related to the bias of the grader. Successful students did not know the extent that documentation influenced their passing, but they were apt to see their choice of quoted research as having impressed the graders. This word they pass on. Hence the current practice of learning a number of widely applicable references, and then hoping that there will be an opportunity to "drop" them.

Criteria for Grading

Successful students were asked if they knew the criteria for grading the papers, and if they felt they were in

competition with the other writers. The responses of pre-
paring students were volunteered.

   Knowledge of criteria.--All of the respondents, ex-
cepting two successful students, stated that they did not
know the criteria used by the faculty graders:

> I never did know how I was graded. I got no information
> from my committee. One fellow knew three or four days
> after the examination what everyone's grades were.
> Everyone went to him. He was the scuttlebutt chief.

> My group sat down one day and reviewed our year on cam-
> pus to see if there were any indiscretions or immoral
> acts that might influence our grades. This resulted
> from a specific faculty mention.

> I'm not sure to what degree the two graders have a defi-
> nite structure.

> B-I've heard by the grapevine that no names are on the
> papers, and that they are averaged.

> B-I don't know whether a subjective judgment is made
> after the student is finally identified.

> B-How much depends on the student's field?

> B-I don't know--are there twelve graders? Information
> is not always reliable.

> W-I never heard officially how they were graded, except
> one faculty member told me. And I answered one area
> without any quotations!

> W-How do they grade? Do they consider that the student
> knows more than he shows? Does the committee line
> everyone up and then reveal the names? Then do they
> consider other factors?

   Objectivity of faculty.--The successful students
were divided in their respect for the faculty's attempt to
be objective; preparing students were more critical:

> I don't know how they rate us, and I don't care. I
> don't care who chooses the graders. They all probably
> bend overbackwards to help the student.

As far as I know, I was evaluated only on the knowledge
I was able to display, but I'm sure there was more
than that.

Grading is unreliable unless the faculty discipline
themselves.

Would I have passed if some of the graders hadn't known
me personally? I would like to think they are that
ethical, but can they be?

The faculty tries to be objective, but I don't believe
they agree enough to set up a flat standard.

Some faculty members had some notion of whether certain
students were going to get through--ahead of time, and
in spite of code numbers. After all, final results
are evaluated in terms of the person and not the code
number, especially borderline cases.

B-I got the idea early, probably from other students,
that the faculty thinks 'What can I gig this guy on?'

B-How can they arrive at a grade point on essay ques-
tions? This is contrary to what we learn in tests and
measurements. Inconceivable!

B-Maybe they aren't out to look for scalps, but it sure
seems like it.

B-The faculty is probably hurt and guilty if someone
fails. It may be easier to fail someone in the exami-
nation than in a class. No one has to deal with him
this way. The faculty sluffs off the responsibility
to deal with him personally.

    Comparative grading.--In answer to the second ques-

tion, four-fifths of the successful students said they felt

that they were judged in comparison with the other students

writing at the same time:

It depends on the first paper.
Comparison is inevitable.
The other papers make an unconscious impression on the
graders.
I was concerned about the grader reading mine in com-
parison with student-specialists.
Obviously the grading is going to be largely in terms of
differences between top and bottom. Standards will

vary with groups, although ideally there should be a minimum.

The grading is comparative, although faculty members try their best not to be biased.

I compared myself with the others taking, and thought I was as good.

I'd hate to take with five foundations specialists. It would have affected my study.

I thought I was low man on the totem pole, but I expect everyone else thought the same about himself.

Comparison can be a source of anxiety, especially if all students are thrown together and they assess themselves constantly.

I had no feeling of competition, but I think there was an unwholesome concern with it. It was disillusioning to me that there was apparent fear of competition at the graduate level. Maybe it is the widespread rumor that someone would have to fail.

Four students who were not worried about comparative judgment said:

I had complete faith in the fairness of the faculty.

There should be minimum expectations even when in competition with student-specialists.

A fall guy presupposes a learning curve. I felt that elimination on the graduate level would be on the basis of ignorance, and that I would get credit for everything I wrote.

I felt a standard was set.

One student answered the complaint about competition with student-specialists:

Assuming all the graders grade equally hard, everyone has a good chance in one area.

   Predetermined number of failures.--Preparing students volunteered criticism, and asked the recurrent question about the "fall guy":

B-I don't want to feel that I have to compete with
everyone. I want my own growth.

B-The grading seems to be for comparison, although the
purpose is for individual evaluation.

B-Does the faculty feel that a certain percent must
fail?

B-I've heard that three or four years ago, seven out of
eight failed because of pressure from Arts and Sci-
ences and to build up standards. Then the pressure
was released and now more pass. The pendulum is
swinging back--I'm in a good spot, I guess.

B-None failed last time. We tell ourselves consciously
or unconsciously that the trend is reversed.

B-Last time there was one failure. Another time one
failed who they said would go through like a breeze.
There's always an exception. I may be an exception.
It's the exception you worry about, not the rule.

Both student groups show a lack of information about
the grading criteria, and they both questioned whether the
faculty followed a common standard. The successful students
tended to believe that faculty members tried to be objective
by the use of some criteria, but questioned their ability to
do so.

Several student responses imply a questioning of
faculty action in imparting information regarding the grad-
ing. Even allowing for exaggeration, what situation makes
it possible for a student to be a "scuttlebutt chief" with
information on the results before they are announced? What
is the source of the student's comment that some faculty
members appear to know ahead of time who is going to pass?
The faculty member's judgment in these cases may be

excellent and founded on impartial reasoning, but unless reasons are given, the students under threat are apt to misinterpret. Perhaps it is impossible for the faculty to empathize sufficiently with the student to see the effect and the possible distortion of their remarks.

Both student groups believed that judgment of papers was comparative. The successful students again were sympathetic with the graders and their attempt to be fair. The most frightening aspect of comparison for the preparing student was the concept of the "fall guy": the rumor that "someone must fail" to maintain standards and to show that the examination is good. The student's concern here may be a carryover from his previous experience with the learning curve, but apparently difficult to ignore. Fearful of being the exception, he relies upon trends and the number of failures in the previous examination as if these factors influenced the number of students who pass and fail.

Student Identification of the Grader

Successful students were asked two questions: "Did you consciously write with a particular grader in mind?" and "Do you think that the grader should be identified for the

student?" Preparing students were not directly asked these two questions.

Student awareness.--About half of the students stated that they had thought about the grader; most of these, however, added that the pressure of time kept them from a continuous consideration of the grader. As reported in the previous section of this chapter, some of the students made a conscious attempt to dismiss this consideration, recognizing it as anxiety-producing. Students who were concerned about the grader stated:

> The student writes what he thinks the faculty wants.
> I wondered who was grading in self-defense. You can write for a person.
> Subconsciously I was writing for someone. We know enough about the reliability of examinations to know that the philosophy of the grader makes a lot of difference.
> We write for the grader rather than for a significant answer. There is something basically wrong when we try this.
> I had some idea who was grading. The word gets around and is surprisingly reliable.
> The opinions of some people here would be acceptable to other graders, but those of some professors wouldn't be.
> You write toward the grader, if you know who he is. People's ideas vary, and scores may vary widely if someone else grades.
> I wasn't worried about one area because I agree with X and can guess what he thinks. I thought I knew Y also, but apparently didn't.

Concern for the grader was mentioned also as a factor in preparation:

> I had heard for years that you had to write for X. I
> figured only a fool would try to write without having
> his courses.
>
> In one area we limited ourselves to two possibilities of
> graders, and planned to give back the philosophy from
> their classes.
>
> I hoped those grading would have the same concept of the
> examination's purpose as I did. I didn't think that
> the faculty members who were most critical of the
> examination would be involved.

One student volunteered:

> We study this way for the grader, because information is
> unofficial, usually through the back door. This is a
> difficult process, outguessing the faculty. If only
> we didn't have to worry about these incidentals!

> Wisdom of identification.--In answer to the second

question on approving the identification of the grader, stu-

dents were about equally divided. Those who argued for

identification said:

> I see no reason for secrecy. Then students wouldn't
> have to be so darn busy trying to find out.
>
> The faculty argument that we can be logical regardless
> of the grader doesn't hold water. What does a pro-
> fessor think is logical?
>
> B-It is difficult for the student to interpret the ques-
> tion literally. He needs to know the grader.

Other students felt that identification would encourage

writing to a person:

> This is not in keeping with doctoral level work. Satis-
> fying faculty whims is not important. Both faculty
> member and student should be above this. Identifica-
> tion might help to get the student through, but he
> should not study this way.
>
> It might help some students--those who try to cover up.

Student responses show that the writing student first wonders about the identification of the grader. Then he may either intentionally dismiss the grader from his mind or consciously write for a particular grader. The largest group of students, however, seems to fall into a third category: those who become engrossed in answering the question, and dismiss the grader because of pressure of time. This group may write for a grader subconsciously, falling back on their reflexes established during their preparation; responses to other questions in this study reveal a pattern of grader-orientation in preparation. A possible reason for the student's exhaustion following the examination may be this conflict within himself: his subconscious reference to a grader, and his attempt to apply himself to the question.

Students saw the identification of the grader as important. However, they were not in agreement that the grader should be identified.

Faculty Identification of the Student

Successful students were asked if they felt that their papers had been recognized by the graders, and if they would have preferred to place their names on their papers. Over three-fourths of the student respondents believed that

their papers were identified under the present system of
code numbers, and would favor the use of names.

Recognition by the grader.--Students who felt that
the use of code numbers had not kept their identity anony-
mous said:

> The code numbers may work for some of the faculty, but
> others will be sure to know your thinking.
> Department heads will know you.
> Your handwriting is known, if you have had classes with
> the graders.
> Faculty members know, if they know the student is taking
> at that time.
> You know there's a lot of talk about faculty members
> knowing the writer, and being very critical about some
> particular student.

Stories of faculty confidences to students were repeated to
support the statement that the student was identified:

> I think the graders knew mine. One professor said 'Your
> answer was good.'
> B--I didn't appreciate a story I heard of a student who
> was congratulated by a faculty member--the day after
> the examinations!
> I've heard X commenting about what different students
> did--before the examination committee met.

Wisdom of identification.--Successful students
stated that they would not object to being identified:

> I don't care. I don't feel that they grade personally.
> Why not use names? Why play a game? We might as well
> be honest adults.
> This is another formality--this air of secrecy. The
> whole affair has been magnified.
> The ones who know me understand my writing better than
> a stranger.

If this were done, more of the burden would be placed on
the faculty.

B-It is a foolish statement to say that the grader does
not need to know the student. Knowing him means there
is less chance of doing him an injustice. The student
should have a chance to defend his paper.

One student was uncertain:

I'm not sure about the use of names. Maybe the imper-
sonal nature is a psychological threat, but it may
also be a source of security.

Students were not convinced that the use of code
numbers resulted in their anonymity; three-fourths of the
seccessful students felt that they were identified. One ex-
planation for their perceptions may be the extent to which
they become ego-centered during the examination period.
During an event of so much importance, it is almost incon-
ceivable that they could be simply a number.

Students would not object to being identified.
Since they think that they are recognized anyway, three-
fourths would approve of the use of names.

There were isolated comments which questioned the
confidence of faculty members. As has been pointed out
elsewhere in this study, faculty members do not seem to be
sufficiently sensitive to the possible exaggeration and mis-
interpretation of their remarks.

Summary of Faculty and Student
Perceptions of Reliability

Effect of Bias of the Grader

Both faculty and student groups saw the reliability
of the examination as affected by the bias of the grader,
but to varying extents. Members of the faculty were apt to
take extreme positions on this question; students tended to
group nearer a central position. Three-fourths of the
faculty respondents felt that the effect of bias was highly
overrated by the students, while both student groups felt
that bias deserved the attention they gave it. A minority
(about one-fourth) of the faculty group agreed with the stu-
dents.

Successful students did not generally see bias as
causing failure, rather a lowered grade. They saw bias as
important, therefore, in borderline cases. Preparing stu-
dents were concerned about possible failure, and their con-
cern added to their insecurity while awaiting announcement
of results.

One way that students attempted to consider the bias
of the grader was by their choice of references to quote.
Successful students, in reviewing their experience, often
mentioned quotations, and preparing students showed by their

volunteer comments the importance they attached to refer-
ences.

Five-sixths of the successful students and three-
fourths of the faculty members agreed in advising the pre-
paring student to ignore the bias of the grader; however,
their reasons were different. The faculty respondents felt
that the bias was not that important; the student, that it
did no good to worry about it. The student did not see the
examination as reliable from this standpoint, but rather of
no concern to the preparing student since he could do
nothing about it anyway. The faculty group and both student
groups disapproved of the student's concern and saw it as
interfering with his development.

Several faculty respondents interpreted the stu-
dent's approach as being caused by his past experiences.
Some of them suggested that the student had been perhaps
misled and that the faculty had not helped the student to
see the examination in its proper context.

Faculty respondents generally seemed to be aware of
the student's concern for the grader, but they tended to un-
derestimate this factor as a source of anxiety. They did
not seem to be aware of the student's overemphasis on his
choice of quotations. Somewhere during his preparation,

the student has learned to believe that specific references are very important. This is a source of worry like that of subject matter content--the student can never be sure he is right. There is always the possibility of offending a faculty grader by exhibiting a knowledge of a reference with which the grader himself is not familiar. Students gener- ally tend to tone down their reading if they do not believe that the particular reference has the grader's approval.

The two procedures by which the faculty attempts to control bias were seldom mentioned by the students; for ex- ample, the control of two graders. Students, when discus- sing graders, usually seemed to assume they were writing for only one grader--usually the faculty member known to have strong personal feelings. Students seldom mentioned the work of the examination committee.

The faculty group saw the student approach with much more perspective than the students. Students generally did not see themselves as a product of their past experiences. They tended rather to lay the blame for their approach upon the bias of the faculty. Their reaction may be an example of ego-centered perception under threat.

The responses of the members of the faculty who agreed with the students in questioning the bias of the

grader raises questions. Why do they feel as they do? To what extent are they responsible for student opinion? Students who are now, or who were, in a threatening position tend to exaggerate those comments which seem sympathetic to them. It is possible that the opinions of a minority of the faculty members have more effect upon the student body than those of the majority.

Student concern about meeting the bias of the grader overlapped with his feeling for the necessity for conforming to a department "point of view." A further exploration of their comments is included in a later chapter on behavior.

Criteria for Grading

Neither student nor faculty groups had a clear picture of the grading criteria as used by all the areas. Nearly all faculty respondents (over five-sixths) attempted to follow the rating sheet, but were aware of differences in interpretation. Neither successful nor preparing students were sure of the criteria used.

The faculty generally felt that they could not avoid a limited comparison of the papers; however, they did not see comparative grading as a cause of failure. Students were unsure of the extent of comparative judgment.

Successful students believed that they were judged compara-
tively, and preparing students partly judged themselves in
terms of their immediate group, often commenting on a "fall
guy." Some faculty respondents felt that the membership of
a particular group might be a factor in individual evalua-
tion.

The students were concerned about competition with
student-specialists. The faculty, however, said that they
did not usually recognize the paper of the specialist.

Student comments about criteria included the mention
of the rating sheet and their acquaintance with it. A fur-
ther examination of their knowledge is included in a later
chapter on sources of information. There was some evidence
in comments of both faculty members and students that inter-
pretation of the criteria was thought to vary with depart-
ments as well as with individuals. Perhaps it would be
practicable for each department to amend the criteria in
terms of its own emphases.

Obviously students are more concerned about compara-
tive judgment than the faculty. Perhaps their perceptions
here are more accurate; under threat, they may be aware of
factors that the faculty seems to underestimate.

Evidently the student concern about competition with

student-specialists is exaggerated. This concern may be an example of their necessity for providing future rationalizations in case of failure.

Student Identification of the Grader

The first question was included in this study to determine the extent of identification of the grader that seems to exist. Student responses indicated a concern for the identification of the grader, but their responses are not conclusive on the extent to which they actually do identify him. From faculty responses, however, there is evidence of some identification. The faculty tended to deplore such attempts to please the grader.

There was mention from both groups, particularly the student, that attempted identification shows itself in the use of quotations. Both groups also saw the student's "set" during his preparation as influential. For example, faculty members might excuse apparent insincerity as revealing the student's preparation rather than his knowledge. Although the student might be too busy to consciously write for a particular grader, his previous concern during preparation evidently influenced his answers.

Regardless of the extent of identification which now

exists, there was no agreement among the members of either
group about the wisdom of identifying the graders. About
one-half of the students and one-third of the faculty mem-
bers would approve identification; others from each group
would not.

Faculty members who were annoyed by attempts at
flattery will probably also be annoyed by the student com-
ments that they write "what the faculty wants." Several
faculty members seemed to expect a student integrity and
maturity, which he perhaps cannot exhibit under threat.
Perhaps there is a barrier to understanding illustrated here
which is inherent in the student-teacher role. However, a
similar idealism is voiced by a few students; for example,
the student who wants both student and faculty members to
be above satisfying faculty whims.

Faculty Identification of the Student

Like the preceding section, the first question was
included to determine the extent of identification of the
student which seems to exist. Evidently there was less
identification by the faculty graders than the students as-
sumed. Faculty members stated that they did not generally
recognize the student writers, but students believed that

they were identified. They presented little reason for
their beliefs other than casual comments of faculty members.

The division of opinion about the wisdom of identi-
fying the student writers is in contrast to the division
about the identification of graders. Here, the faculty and
student groups tended to agree among themselves; the faculty
preferred the use of code numbers, the students preferred
the use of names.

The student preference on identifying themselves
probably comes from their belief that they were identified
anyway; they did not see the code numbers as keeping them
anonymous. Perhaps they feel that they can rely upon
faculty sympathy if they are openly identified; with code
numbers the faculty graders can rationalize, at least, that
they do not know to whom they are giving a low grade. Stu-
dent perceptions here may illustrate their ego-centered be-
havior previously mentioned.

This chapter has reported stated perceptions of re-
liability and speculative interpretations of their meaning.
Further conclusions from an investigation of the data will
be presented in Chapter VII.

Much of the variance in the responses reported in
this study thus far between the two large groups (faculty

and student) would seem to be dependent upon the essential
difference in their roles. On the other hand, much of the
variance within the groups would seem to be dependent upon a
more basic difference in philosophy regarding the purpose of
the Doctor of Education program--the "prior question" re-
ferred to by many respondents, particularly faculty members.
Other differences in stated perceptions may be explained by
the extent of knowledge and available information.

Consideration of the "prior question" is excluded
from this study, and therefore, the difficulties of communi-
cation between individuals differing philosophically are
also excluded. This study, however, is concerned with the
possibility of communication between individuals playing
different roles, and the identification of difficulties of
communication resulting from lack of information.

This chapter and the two preceding ones have re-
ported the stated perceptions relating to the purpose, va-
lidity, and reliability of the examination. The two suc-
ceeding chapters will report the stated perceptions relating
to the behavior of the persons involved with attention to
two aspects: the verbal communication among the respon-
dents, and the mutual understanding of behavior.

CHAPTER V

THE PROBLEM OF COMMUNICATION

A review of the stated perceptions already reported reveals an implication that respondents are aware of the barriers to communication inherent in the contrasting roles of faculty member and student. Some respondents seem to feel that it is not possible, or even desirable, to surmount these barriers. Other respondents suggest a dissatisfaction with communication channels, either formal or informal.

This chapter will further explore the extent of communication which seems to exist among respondents by reporting the answers to the following questions.

1. Do you think that students talk to you freely about the examination?
2. Do you discuss the examination freely with other faculty members?

The student respondents were asked a preliminary question, and the above two questions rephrased:

1. What has been the source of your information about the examination?
2. Have you talked to faculty members about the examination? Your chairman? Your committee?
3. Do you discuss the examination freely with other students?

Answers to the above questions will be treated as revealing the extent of three possible channels of information and communication:

1. Student-faculty
2. Faculty-faculty
3. Student-student

Faculty Perceptions of Communication

Student-faculty Communication

Reported here are answers to the question, "Do you think that students talk to you freely about the examination?"

One-fourth of the faculty respondents to this question said they felt that students talked freely to them; an additional one-fourth said that students came to them for help. The first group commented:

Yes, and I do, too.
Yes, I think so. I hear some complaints.
Yes, usually, but there is some natural reluctance to keep the faculty from thinking they want answers.
Yes, but the faculty has to be aware of cues other than direct questions.
As chairman, my students come to me.

The respondents who said the students come for help added:

They ask what books to read. (Three responses)
They probe before the examination to find out the grader.

Some people here are used systematically for purposes of
help on the examination. The word gets around to the
students, although not on an intellectual level.

The remaining faculty respondents qualified their

answers, or commented:

The chairman should be helpful in supplying information.
If the student would confide in his chairman, the chair-
man could make a decision to postpone in some cases.
It depends upon the relationship between the student and
his chairman. If they are mutually respectful of each
other, there wouldn't be any considerable barrier.
Indirectly I hear from students that the synthesis and
motivation provided are helpful.
Some students feel free, but they don't say as much as
they would like.
I hear very litttle griping. (Two responses)
I gripe more than they do.
This is the normal perception of faculty and student.
It's none of my business to invade their culture.
They have to preserve their integrity. The same
barrier exists when we try to determine the value of
certain courses. We hear the griper and the praiser,
but seldom get the true value.
We are not permitted to discuss the examination with
students in order to protect the faculty from worry.
It seems most unfair. I would like to explain to the
students their strengths and weaknesses, but the
faculty is afraid of the pressure.
Before the examination, they talk. Afterwards, I rarely
get a reaction, but this is not significant. The
examination is a grueling experience, primarily for
someone else, and well worth forgetting. I get the
impression that when it is over they're done with it
and have no desire to discuss it.
The serious students don't talk. I wish it were such
that we could talk. It would be good for them and
good for us, and result in a better examination.

Several faculty members volunteered:

I tell my students as much as I feel I can about how the
examination is made out and graded, but we need to get

information from the students to help the faculty de-
cide how much to tell.
We will never get the students to see the examination as
the faculty sees it. We hear what we want to hear.
Students are not as afraid of the faculty as some people
would like to think that they are.

Although the faculty respondents might have differed
in their interpretation of "talking freely," their responses
indicated that they were aware of a certain student re-
straint. Voicing complaints to a faculty member, however,
is communication on a rather different level from asking for
books to read. In fact, the latter may be simply advice
given the student by his chairman.

The faculty was aware of role barriers, and appar-
ently believed that the students respect these also. Does
it necessarily follow, however, that freedom in communica-
tion results in an invasion of another's culture? It would
seem possible for a mutual respect and dignity to be main-
tained along with a willingness to communicate. The ideal
situation presupposes that mutual respect already exists,
and that the fine line limiting acceptable comments is
clearly drawn and understood by both parties. That at least
one faculty member is not happy with the role barriers, or
feels that they are artificial, is illustrated by the com-
ment, "We are not permitted to talk to the student about
his paper." There was some feeling that the student might

communicate more freely with his chairman, and also that the
responsibility for providing channels lay with the chairman
more than with other faculty members.

It seems significant that two groups of students
were mentioned as those who are less willing to talk: the
serious and the successful students. Why doesn't the seri-
ous student talk? The suggestion by one respondent that the
examination ordeal is so awful that it must be forgotten has
shocking implications, certainly contrary to individual
growth. Granted that the examination period is difficult
and anxious, should not success eventually result in a feel-
ing of pride and a willingness, perhaps even an eagerness,
to talk?

Faculty-faculty Communication

In answer to the question, "Do you think that mem-
bers of the faculty talk freely about the examination?," the
faculty respondents were divided about equally. Most of the
respondents tended to qualify their answers. The faculty
members who prefaced their comments with "yes" went on to
say:

Probably more in the Florida Room than in faculty meet-
ings.

Our differences are professional. Our discussions are
better than they were in the past. In the last
several years we have had tremendous differences, but
they are professional, rather than personal.

The faculty works for change, but it is hard for the
members to agree. The faculty is more interested than
the students think.

Everyone is pretty free. It is a remarkable faculty
with plenty of opportunity for creativity. In my de-
partment, we have great respect for each other, though
we disagree.

We talk a great deal, but we do not arrive at agreement.

The other half of the faculty respondents who im-

plied a dissatisfaction with the freedom of communication

among their group commented:

I allowed one student to take too early because I
didn't know what the examination was. No one had told
me.

I don't know what the questions are like in other areas.
(Five responses) Sometimes I'm close to the other
graders in my area, sometimes I'm not, even though we
wrote the question.

I don't know if other departments look for research. I
think they do from their comments.

To be honest, I look at some of those other questions
and think, 'What do they want?'

There is little discussion. The examination is carried
on by the administration by habit. The rest of the
faculty is too busy. We talk within our department.

Some who are not members of the Graduate Executive Com-
mittee are critical.

We don't discuss the examinations as much as we ought.
For months between examination periods, they are not
mentioned.

It doesn't bother me to say there are weaknesses.

I am inferring differences within our department, but
we have not openly discussed them. It takes time,
but even if there were time, there is also a personal
threat.

Some people are defensive, others attack.

> There is considerable discussion, but more on the defen-
> sive.
> The people who have been concerned with the examination
> tend to be defensive.
> The faculty try, but there are skeletons in the closet,
> and it is difficult to deal with them calmly and
> wisely, avoiding all those ancient hurts and private
> empires. Sometimes by clumsiness or mischievousness,
> occasionally one of us will deliberately grab hold of
> one of those hurts and twist. I've never heard an in-
> defensive discussion, so the faculty can't help. May-
> be the students can.

The extent of communication within the faculty is
still an unknown. The several affirmative answers mention-
ing freedom, opportunity for creativity, and mutual respect
are in sharp contrast to the responses dealing with the ad-
ministration's supervision of the examination by habit, and
such communication barriers as apathy and lack of time.

There is apparently a need for a sincere effort on
the part of the entire faculty to overcome any "defensive"
and "attack" positions. The respondents did not specify
whether such positions were taken <u>within</u> a department, or
<u>between</u> departments; from several statements (reported in
Chapters II and III also) that there is discussion within
departments, however, it would seem that such barriers are
more apt to exist between departments.

Reported earlier in this study were faculty state-
ments that they were not certain of the grading criteria

used by other departments. A similar situation is revealed here by the number of respondents who stated that they were not familiar with the examination questions given by the other areas. Old copies of previous questions are available to preparing students. They are also available to faculty members. Surely they would be helpful to advisers of graduate students. Illustrations of what answers are considered adequate by each department also might be helpful to the preparing student.

Student Perceptions of Communication

Student respondents were asked "Have you talked to faculty members about the examination? Your committee? Your chairman?" Over half of the students of both the preparing and the successful groups said that they had not, and would not. The remaining students who said that they had talked to faculty members limited their answers; in most cases, one or two specific professors were mentioned. A small percentage (about one-tenth) were exceptions; they seemed willing to talk to any faculty members.

The students who prefaced their answers by "no" often added their reasons:

B-The faculty don't know. They think the examination is good and the complainer is weak. They need to be shown by a lot of students. Some of them may not have had this experience. If they knew, I hope they'd do something--or else I don't want a degree here.

B-The faculty members don't verbalize their sincere feelings.

B-I wouldn't go to my committee. If they wrote the questions, they can't help. If they didn't write, they're no more help than the students. The set-up is the individual law of the jungle.

B-I assume the faculty members think they're good examinations, or they would do something about it.

B-I haven't heard one faculty member say it was a good system. I'm not sure they like it at all.

B-I'd hesitate to ask the faculty. Maybe they are uncomfortable to be quizzed. They feel they must be on guard. If they catch themselves in commenting on their reactions to answers, they are uneasy.

B-It does little good to ask. They clam up.

B-I'm not sure I could talk to them with an open mind.

B-The obvious one to ask is your chairman, but most of us wouldn't. I'd be afraid to reveal any weaknesses which might be used against me later.

Students are hesitant to discuss because they have no desire for special privileges, and the professors are sensitive to student criticism.

There are barriers that we have to break down. We need more seminars, more contact with our committees. I've seen enough evidence to think that the examinations are good.

We need better communication.

The whole examination is esoteric in nature, so else professors tend to hold it in this mystic sort of way. They don't make any effort to bring the faculty and student together to understand the examinations.

The students who specified the faculty members to whom they had talked listed:

B-The graduate office.
B-My chairman. (Two responses)
My committee. (Two responses; one preparing student, one successful student)

B-My department.
Two or three professors that I knew.
(Four faculty members were named specifically, each one once.)

In contrast were three respondents who said they had talked to any faculty members they wanted to. One of these respondents was a preparing student. Two students volunteered:

There is some lack in communication, but ninety per cent is my own fault.
Maybe we don't ask, but we don't know enough to ask.

There was an obvious reluctance on the part of the students to talk to faculty members about the examination, particularly the preparing students. They explained their reluctance in several ways. A common explanation was the role barrier. The student might see the faculty member as thinking highly of the examination; in such case, he will not be understanding of the student. On the other hand, if the faculty member does not think highly of the examination, he might not be willing to share his feeling with the student. In both cases then, as the student conceives his role, he cannot risk offending the faculty by mentioning the examination other than superficially.

A second explanation the students volunteered was that the faculty members who were not grading the questions

were not helpful anyway. A third was the possible danger to
himself: he might hurt his own case, either by appearing to
be a complainer or to want special privileges, or by reveal-
ing his own weaknesses. The last reason seems particularly
significant. The need to conceal his lack of knowledge,
even from his chairman, adds to the threat the student al-
ready feels.

The preparing student interpreted the faculty as
being uncomfortable, on guard, and insincere when the exami-
nation was discussed. How many of these interpretations
were projections of his own behavior is unknown. Also un-
known is the extent to which the student was aware of his
own distorted reasoning; he might instinctively avoid
faculty contact.

The successful students were less reluctant to talk
to the faculty. Some of their reported communication, how-
ever, occurred after the examination.

Student-student Communication

Student respondents stated that they talked freely
with other students. Only one respondent was an exception;
he said that he was not often on the campus. Within the
student groups, the greatest amount of communication

occurred among preparing students. Successful students talked to the preparing students about the examination, but did not generally discuss it among themselves.

Student responses to the question, "What has been the source of your information about the examination?," were consistent with their responses about their conversation. In other words, the majority of the students (over two-thirds) stated that other students were the source of their information about the examination. The remaining one-third listed faculty members or administration officers as second-ary sources of information.

In designating other students as sources of information, respondents often volunteered comments on the reliability of such information. The phrases "scuttlebutt," "hearsay," "grapevine" were common:

    B-I got little bits of information from others. They're
      quoting others who have taken it. I learned the areas
      in the Florida Room. Everything I do is hearsay.
    B-I learned--there's an elaborate grapevine system.
    B-I take with a grain of salt the third- or fourth-
      hand information of students preparing. I'd ask for-
      mer students first.
    B-Students one semester ahead are the sources. They've
      heard one more bit of information, or had one more
      course. The system picks up rumors of even unimpor-
      tant things. There are so many varied sources that
      you wonder what is true.

B—No one seems to really know any more about it than I do—which isn't much.

B—We learn in the Florida Room—sometimes the wrong things. We remember what we hear there, in spite of the distractions.

B—The old students are like the professors. They don't talk as much as the ones preparing.

B—We get loads of tips on 'Don't go in without having read something or other.'

B—Too much scuttlebutt, but there's no other reliable source.

B—The Florida Room is definitely the first source, both good and bad.

Several students objected to a lack of official information:

B—The lack of information about routine procedures is inexcusable. Maybe this is common knowledge, but it is not communicated to us.

B—Seems to me someone should gather the students together for orientation. Doctoral students hate to admit that they are confused; they don't know what they don't know.

B—As much information as possible on routine would help. I learned about the availability of old examinations from other students.

B—I guess I don't understand them well enough, but I think other students feel the same way. This is important for all of us—we need to get it straight. There are too many things other than the examination that we don't learn about also, unless mentioned in the Florida Room.

There doesn't seem to be any one source to whom you can go. I don't believe that it's written.

Our study group floundered. We didn't know what we needed.

Most of the information from both faculty and students comes from the Florida Room. It should be more official.

All students have some feeling of insecurity. It seems to me others were just as lacking in reliable information. The information was different from individual faculty members, depending upon how involved they

were. An orientation program would be justified in
time if we are going to develop an outstanding pro-
gram in graduate education.

If there is any underlying philosophy as to why they
even give these examinations, the information could
come from the student's committee--but maybe there
isn't any.

The students who listed the faculty as sources of

information stated:

B-I've been influenced by my chairman.

B-My chairman has helped.

B-The faculty sometimes says 'You ought to take this
course.'

I got informal information from the faculty in the
Florida Room.

B-The information sheet and instructions from the
graduate office were helpful. (Four responses)

B-I suppose the information is listed in the catalogue,
but it picks up significance when you talk to other
students about it.

B-No one has ever talked to me about the organization of
the examination. Perhaps the letter from the graduate
office will.

B-So many little things are not told in official letters.
For example, I learned about the old examinations from
students.

The students who did not include the faculty as a

source of information further explained:

B-As far as I know, the faculty stays out of it. I've
never heard anyone say 'My committee recommended this
course for preparation for the examinations.' All the
information I got from the faculty was hearsay, except
for one professor. He gave us the criteria on the
rating sheet.

B-Faculty members are busy. I don't want to bother
them.

B-I suspect they don't know too much about it themselves.
And they are concerned about saying too much or being
misleading, so it's best to be quiet.

B-I haven't heard anything from the faculty except not
to worry.
Not everyone on my committee would know. They are not
all graders.

Two students suggested:

R-Sometimes the grapevine is geared wrong. The student
may be better off talking to professors.
We should have enough maturity to take the scuttlebutt
of the Florida Room. If we are too influenced by it,
we are probably not ready for the degree.

A follow-up question directed to successful students

regarding the extent of their information was "Were you

familiar with the rating sheet listing the criteria for

grading the papers?" Only one student stated that he had

seen the rating sheet. Three students said they had not

been concerned with specific criteria; the others believed

that the students should have knowledge of the rating sheet

either before or after the examination.

The students who were not concerned about criteria

said that they trusted the faculty or that the listing was

of no importance. The others gave various reasons for

wanting more information:

I had heard in the Florida Room of the rating sheet. I
would have liked to know what my weaknesses were.
I'd like to know more of my rating--quietly through my
committee, not by a letter which becomes public
property.
General horse sense should tell you, but I had no infor-
mation on expectations, and never did get results on
the quality of my answers.

The student should know more about his growth.
The student should know the means of judgment, when he is identified, and the extent of course work and personal judgment.
The student should be told after the examination. (Four responses)

Two students seemed to have more information than others:

I'm lucky. I know how I did in each case. Some students never know.
I know who graded me high and low in two areas.

The student responses to the three questions directed to them were consistent. They did not generally talk to faculty members, but they talked freely with one another; other students were their main source of information.

The fact that they talk freely with one another is hardly significant, since they are in a sense banding together with a common goal against a common enemy. What is significant is that, although they question the reliability of their shared information, they do not attempt to go to faculty members for help. The "word" originates with former students, even those who are only one semester ahead. Then preparing students share with one another what they have learned from their individual contacts with the older students.

In the comment, "Doctoral students hate to admit that they are confused. They don't know what they don't know," there is almost a plea for someone to take the

initiative to supply an available channel for questioning--
to make it respectable to be confused. The student's role
here is not clearly defined for him. He is supposed to pre-
pare for the examination, but to what extent is he supposed
to "bother" the faculty? Whom should he bother? The
graduate office of the College or his committee? The stu-
dent needs more than the impersonal information from the
graduate office, helpful though it may be, and yet he shies
away from interpersonal contact with faculty members. Per-
haps another reason why he must be on guard with the
faculty is instinctive; he may be subconsciously aware of
the implication that he is not mature enough for the degree
if he reveals that he is affected by unofficial information
and not cognizant of its irrationalities.

After the examination, the successful students
wanted to know more of their ratings. The information they
wanted was not their relative standing with other students,
or between sections of the examination; rather it was an
evaluation of the qualities revealed in their answer to any
given question. Was their rating high or low because of
knowledge revealed, because of organization, or because of
documentation? There was again the suggestion that some

students have had more information available to them than others; for example, the student who stated that he knew who had graded him high and low in two areas.

Summary of Faculty and Student
Perceptions of Communication

Student-faculty Communication

Neither students nor faculty members believed that they talked freely with one another. The faculty members were more optimistic than the students, however, sometimes believing that the student's real questions dealt with advice for books to read. Several members of the faculty implied that the student leaves much unsaid.

Both groups agreed that role conflicts were a barrier to communication, and that before the examination, communication might be "probing." However, the student groups, particularly the group preparing, suggested a possible danger in attempting communication; the faculty did not seem to be aware of this barrier.

Faculty members were apparently not concerned that successful students do not discuss the examination afterward. Evidently the students who wanted to know more of their ratings had not communicated this desire to the faculty.

Faculty-faculty Communication

There were apparently obstacles to freedom of com-
munication among faculty members, particularly communication
on other than a superficial level. There was discussion
among all the faculty members, but the level of discussion
which presupposes a common philosophy and a mutual respect
appeared to exist more often among smaller groups of faculty
members, such as members of the same department, of commit-
tees, or of informal groups. Faculty respondents commented
that such membership, either present or past, tended to make
individuals critical or defensive. Faculty respondents also
revealed their lack of knowledge of examination questions
given by other departments and criteria used by them. The
amount of discussion which respondents reported seems to
indicate, however, a desire for improved communication.

Student-student Communication

Communication among students was apparently free;
barriers, if any, were negligible. All student respondents
were willing to talk to other students although preparing
students did more actual talking about the examination.
Communication was largely informal, and the reliability of

the information was often doubted.

With the student's unwillingness to talk to the faculty, it is logical that his source of information would be other students. This exchange usually took place in the informal atmosphere of the Florida Room. The force of the unofficial information rampant there was a real problem for the preparing student, and faculty members, though aware of the situation, did not know how to help him. One faculty respondent analyzed, "The scuttlebutt is partly fact, partly myth, the product of a highly intelligent, imaginative mind under great pressure. How does the student separate fact from myth? I don't know. We try to teach a way of thinking, yet sometimes there seems to be no way to beat this game."

Of the three possible channels of information and communication, both the faculty-faculty and the student-faculty channels have obstacles. For the student, the channel which has become important, therefore, is the student-student, with the successful student often the originator of information. It would seem possible for the successful student to play a more positive role in supplying reliable information if he were provided more adequate information about his own performance, and if the channel

between him and faculty members were freer. If, however, the experience is one which the student does not prefer to discuss, it is obvious that he is not the best agent for transmitting information to a preparing student. Further discussion of the data presented in this chapter will be included in Chapter VII.

Do barriers to understanding of behavior exist within the College, similar to the barriers to free communication? The following chapter will explore the extent and areas of mutual understanding existing among the respondents by reporting their stated perceptions relating to manifestations of anxious behavior and attempts to alleviate it.

CHAPTER VI

EMOTIONAL REACTIONS AND BEHAVIOR

Recently a research project, co-sponsored by the
Graduate School of Education at Harvard and the Harvard
Laboratory of Social Relations, investigated the relation-
ship of school administrators and school board members. In
discussing this project, Gross[1] suggests that tensions and
pressures result between members of contrasting roles when
the "ground rules" of their relationship are not clearly
established, and when there are no regular procedures for
handling discussions.

The preceding chapters have suggested that these two
conditions giving rise to tension exist in the College of
Education in relation to the doctoral qualifying examina-
tion. The variation in the stated perceptions relating to
the purpose, validity, and reliability of the examination
suggests that the "ground rules" are not clear to all re-
spondents, or not accepted by them. The barriers to

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[1]Neal Gross, "Easing Strains and Tensions between
Superintendents and Board Members," The Nation's Schools,
LVI (October, 1955), 43-47.

communication and the lack of adequate information suggest
that there are no regular procedures for handling discus-
sions.

Accepting Gross's conclusion, one may expect ten-
sions regarding the examination to exist, other than those
inherent in any testing situation. These tensions may take
the form of undue anxiety. Anxiety can be a healthy moti-
vating force, or, if undue, it can become a destructive
agency. Whether it is one or the other partly depends upon
the anxious person's perceptions of himself, the situation,
and the individuals who have the power to end his anxiety--
in this study, the student's perceptions of his adequacy,
the examination itself, and the faculty.

This chapter will report data on manifestations of
anxiety, possible causes of undue anxiety, and effects of
actions aimed at alleviating undue anxiety. Data on mani-
festations of anxious behavior will reveal the extent of
anxiety which exists; data on the possible causes and at-
tempts to reduce undue anxiety will provide a basis for
evaluation of present practices. Data presented in this
chapter differ from those in earlier chapters in that many
of the comments relating to anxiety were volunteered. Other
responses to a question on the possible causes of undue

anxiety fell into several categories. All relevant re-
sponses not previously reported in this study are placed in
the following five sections of this chapter:

1. The manifestations of student anxiety.
2. The delayed effects of anxiety.
3. The possible causes of undue anxiety.
4. The sharing of anxiety.
5. Attempts to alleviate undue anxiety.

Faculty Perceptions of Behavior

Manifestations of Student Anxiety

Were faculty members concerned about the extent of
student anxiety? What manifestations of anxious behavior
did they see? In answer to a question relating to the pos-
sible causes of anxiety, some faculty respondents commented
on these two considerations. These respondents differed in
their estimations of the extent of student anxiety and their
observations of student behavior.

The faculty members who were concerned about the ex-
tent of the anxiety said:

There's a build-up of tremendous fear, an almost life
and death matter.
There's too much anxiety; they're too important.
The student ought not to be afraid, to feel 'I'm going
to be slaughtered.'
The tension is not befitting of doctoral level work with
adults; it's ridiculous.

Are we attaching too much significance to traumatic and anxiety-producing situations?

Contrasting were reasons why anxiety was to be expected:

Entrance to a profession is necessarily anxious.
Students would insist on being nervous about it; this is part of student life.
Part of the situation is the traumatic fear of a group of people, in competition for two years, being judged on one dimension.
All doctoral students complain, but no more about this procedure than any other. It doesn't worry me.

Faculty respondents phrased in different ways their

observations of student behavior:

Students are often paranoic, particularly when standards are being raised. He thinks that failures are pre-destined.
You can see it and hear it everyplace. We've had several nervous breakdowns. Some anxiety stimulates, but I hate to see too much.
Even the very intelligent student can no longer think. I say 'You're all right,' but it doesn't help. He wants me to talk as if I were in class lecturing.
His whole personality changes while he is preparing.
He is too sensitive to some things, and not enough to others. He does not hear the faculty.
Students seem to be desparately clinging to these facts I've forgotten ten years ago. He's been working like a fool. He thinks he has to be an encyclopedia. It's somebody's fault—both the faculty's and the students'. After it's over, he must go and have a good drunk for two weeks to get rid of all the junk. It would be a headache to try to live with every day.

Several respondents suggested reasons:

They lead extremely narrowed lives, giving up almost everything, putting all time and talent on the exami-nation.
They see the examination as too limited or unfair be-cause of threat.

Sometimes it's fear of the consequences, sometimes of breaking down physically before the examination is completed.

Another faculty member objected to the examination because of the anxiety:

The worry and anxiety causes a waste of time at this point. We can't learn enough from the examination that we don't already know to justify it.

Delayed Effects of Anxiety

Some faculty respondents volunteered comments revealing a concern for the delayed effect on the student of procedures which _may_ be related to the anxiety of the examination. Some comments encompassed the entire doctoral program.

The people you put in this fear situation get scarred only somewhat if they manage to get through. It wears off after a few years of teaching. However, some students are not in condition to take this punishment.
I'm concerned about the cost to the student which may arise from a sense of unfairness and resentment.
The effect on the student may be very great.
The student's reaction after the examination depends on the chairman's reaction to him.
The inclination of the student to become cynical has bothered me. They look on the examination as a mechanical hurdle. When he is ready for his dissertation, he does not consider his needs or desires, but rather 'I have to figure out a type of study I can present to my committee, and a study they will endorse.' Too many students are not getting an opportunity to do

creative advanced study without rules and regulations
that confine them. I know of only one student who
said that his doctoral program was stimulating.

Possible Causes of Undue Anxiety

The primary cause of student anxiety is without
doubt the uncertainty of performing adequately to pass the
examination. The faculty generally saw this cause of anxie-
ty as a necessary motivating force. They mentioned, however,
secondary causes which intensified the primary anxiety.

In commenting on causes, several faculty members
felt that the student was anxious about the wrong things,
primarily the grader:

> They worry about what the question will be, and who's
> writing.
> Anxiety is not bad except when the students worry about
> the wrong things: who grades, and when views are di-
> vergent, how to pitch their answers.
> They argue about authors--for and against.
> He worries about what's going to be asked and who's
> going to write.
> Anxiety is good or bad, depending on how the student
> sees his professors and how they see him. If it seems
> that these men are out to get him, then it's bad. But
> if these fellows are interesting in giving him an edu-
> cation, then the anxiety is of a different kind and
> not destructive.
> The student does not take the faculty at face value. He
> misunderstands their actions and motives.

Another suggested cause was the student's knowledge
of his own inadequacy or of an inadequate program:

He may know himself well and doubt his adequacy, but
pressures are forcing him to go on.
It's not so bad for strong students who feel adequate.
He may be insecure about his knowledge. Much of his
work has probably been on a superficial introductory
level.

One faculty respondent suggested that personal threat

might be introduced by the warmth of the student-faculty

relationship of the College. Another said, "In schools

where the student is more on his own, he may have more self-

confidence."

Another group of faculty members mentioned possible

characteristics of this particular examination situation:

I give students more credit than simply a fear reaction.
They are aware of value conflicts, and try to identify
the criteria used. If he were clear on the criteria,
then there would be a more healthy kind of apprehen-
sion.
They're fighting dragons, facing the nebulous. They
cannot anticipate sufficiently in any specific way
what they will need in order to make the correct re-
sponse.
The big field is not only overwhelming, but also out-
rageous. The student may be just provoked at the
whole idea.
The system has taught that grades are important, and to
get them, know your instructors better than the books.
Here the student does not know the grader.
It would be unfortunate if a faculty would agree on
everything, but nevertheless there are grounds for the
student's concern about the grader. The faculty may
not be willing to recognize this fact.
This fear conditioning may be something that the College
has built up.

Some faculty respondents felt that student anxiety

was intensified by interaction with other students and, to a

lesser extent, with some faculty members. Student inter-

action was described:

>They scare each other to death.
>They frighten each other into a kind of hysteria.
>There's anxiety from the brighter students taking at the
>   same time.
>One rotten apple, one neurotic overly concerned, can
>   spread anxiety to a lot of others. But this is life.
>Students egg one another on. They're human, although
>   adults.
>The anxiety of previous students is probably contagious.
>Failures may be sour.
>If the student has had a bad experience, he passes it
>   on.
>The student knows better intellectually, but not emo-
>   tionally.
>The students have built up a culture where it's fashion-
>   able to be worried, and all rumors are intensified.
>   As the student joins the group, attitudes are rubbed
>   off from the others. Perhaps if there were fewer
>   graduate students, there would be less tension.
>Older students could be inadvertently or unconsciously
>   contributing. It's part of the hazing process: 'I'm
>   tough, I made it.'
>We are aware of the Florida Room influence, but there's
>   nothing we can do about it.

The faculty might intensify anxiety in several quite dif-

ferent ways:

>The ambiguity of the professors to whom they talk is
>   frustrating.
>I'm sure some of us add to the anxiety. We try to
>   minimize it and do just the opposite.
>There's an area of ego-involvement on both sides. Not
>   all faculty members are aware of this.
>The varied points of view of the faculty may add to
>   anxiety, or may add to security. If the views are too
>   different, then they are confusing.
>There are always some faculty members who see examina-
>   tions as whips rather than diagnostic measures.
>Students think that we are cold and calculating.

Students think they will lose face with the faculty by
failing the first time around, but I don't think they
do.

I feel my effect on my students very keenly, and watch
for tenseness.

Sharing of Anxiety

Faculty members were asked if they shared the anxi-
ety of the students, and if they made an attempt to hide
their anxiety from the student. Two-thirds of the faculty
said that they did share the anxiety, and a larger fraction
(three-fourths) said that they did, or would, attempt to
conceal their worry.

Faculty members who prefaced their responses with
"yes" added:

I think every faculty member does. (Three responses)
This is one reason why we are so concerned about the
examination.

We worry as much as the students do in terms of time
spent. We do not worry as intensively.

There's a certain identification if you think the stu-
dent has potential. If you don't think so, you've
probably been discouraging him for some time.

I've been completely confident only once.

All the faculty are involved, but the chairman more so.

I'm always glad when it's over.

I'm anxious even about students in my classes, but I
think that part of my job is to suffer with my stu-
dents.

Other faculty members described their concern as other than
anxiety:

I want them to pass, but I'm not anxious. I would have
discouraged them earlier if I didn't think they would
make it.

I'm worried, but optimistic.

I feel sorry for them and I pray for them. I do not
feel anxious myself.

I am proud of one who does well, and concerned about
one who does not. However, it is better if the
faculty member does not share all of the student's
anxiety.

We are disturbed and grieved, but not as anxious as the
students. On several occasions, a failure has grieved
us, and we have had to seek explanations other than
lack of ability. For example, he might not have been
properly prepared, or he might have been ill or
having some terrific difficulty at the time.

I'm not anxious about their passing--I'm anxious about
their anxiety.

Faculty members who tried to conceal their anxiety

from the student added:

I tell them this is chance, and I think their chances
are good.

I say rather 'All of us have worries.'

I try to give him a feeling of being prepared, of con-
fidence. If he thought I shared his anxiety, it would
probably be his own feelings.

I play it by ear. I don't know what we should do. What
will work for one student will get another one upset.

I try to let him know I think he's close to being ready.

I would try to give guidance and direction.

I try to hide it, but I'm perhaps too honest regarding
some of my feelings about the examination.

I say 'Don't worry or cram. Come by to see me.'

Another faculty respondent said:

I would try to talk honestly to him about how he felt--
not about the examination itself, but his reaction to
it. If I felt he was under too much pressure, I would
encourage him to delay.

Two faculty members volunteered comments on faculty empathy:

> Faculty empathy depends on the stability, maturity, and
> competence of the chairman, and also on the extent to
> which the student is a reflection of the ego of the
> chairman.

> I think the faculty is too empathetic. Feeling sorry
> for people, hand-holding, and excess expressions of
> sympathy may be harmful to the student at this point.
> A task becomes more difficult if someone tells you
> how sorry he is for you. I believe each person knows
> how much pain he can take, and it's better for him to
> make the decision than for you.

Attempts to Alleviate Undue Anxiety

How have faculty members attempted to alleviate un-
due anxiety? What additional suggestions did they make?

Responses of faculty members reported in the pre-
ceding pages indicate that one way they attempted to alle-
viate anxiety was by concealing their own anxiety. Several
faculty members, in responding to an earlier question on
helping the student prepare, also stated that they tried to
give the student confidence in himself. Often the chairman
particularly felt this responsibility; for example, one
chairman commented, "As a member of a committee, I wouldn't
single out a student unless he came to me, but as chairman,
I feel this my responsibility." Still other faculty members
attempted to keep open lines of informal communication by
such statements as "Come by and see me."

The faculty suggestion most often repeated as help-
ful in reducing anxiety was to give the examination earlier
in the program. (Ten responses) Other suggestions were:

In all courses teach ahead to the examination.
Students here start too late to prepare.
Anxiety should be short and definite.
Relationship with the chairman should be such that the
   student is free to discuss.
We need to do more work with students when they first
   begin to think about the examination. We have al-
   lowed to develop here a fear psychology that is un-
   necessary and unwarranted.
We spoon-feed too long. If there were more threat
   earlier, there would be less tension at the time of
   the examination.
The examination should not be strictly a pass or a fail.
   Then the student could see it as diagnostic.
Older students could help. They could be consoling.
The Florida Room could serve to alleviate some of the
   anxiety.
Students generate their own anxiety by anxiety-pro-
   ducing actions.
We should clarify the areas where we use the same cri-
   teria and where we don't. We need a clear conception
   of the situation and the areas where we do agree, what
   we use as common criteria, and also what others are
   being used.

The responses of members of the faculty show that
there is a wide range in their estimations of the extent of
student anxiety and their observations of manifestations of
anxious behavior. Some respondents used the phraseology
commonly used by students: a life and death matter, going
to be slaughtered, a walking encyclopedia. Other faculty
members were aware of the student's emphasis upon the

grader and his feeling of combatting a nameless fear. Faculty comments reported in an earlier chapter on reliability suggested an annoyance with the student for his concern about the grader. Faculty members may be justified in being annoyed, but the student's constant mention of his worry about the grader should be an indication of his emphasis or of his faulty reasoning.

A few faculty members mentioned the student's concern for competition with other students, and the possible effect of successful students on those preparing. Some respondents mentioned the Florida Room influence and believed that interaction of students might intensify their anxiety. An earlier chapter on purpose included advice given by some faculty members that students study together. Perhaps, however, these two groups of respondents do not overlap, and the same faculty members who believed that students scare one another did not advise group study.

Comments would seem to indicate that faculty members did indeed share the student's anxiety although they did not react in the same way. The faculty member who is very empathetic would seem to be in a difficult dual position between his professional loyalty and his emotional involvement with an individual student. The fact that most of the

respondents felt that they should hide their anxiety from the student might indicate their awareness of the difficulty of their position. It might be wiser for everyone concerned if the faculty member was not anxious; perhaps his position would be easier and the student's also.

Faculty members attempted to alleviate anxiety by inspiring confidence, by concealing their own anxiety, and by keeping channels of communication open. One respondent suggested that he might be too honest with the student. Their repeated suggestions that the examination be earlier in the program refers to the "prior question" on the purpose of the examination. Another suggestion was the need for clarification of criteria because of value conflicts. Other suggestions appeared contradictory by recommending that preparation start earlier and by recommending that the period of anxiety be short.

Student Perceptions of Behavior

Manifestations of Student Anxiety

How does the student describe his behavior? What manifestations of anxiety does he report? When is the anxiety the greatest?

Students reported various reactions:

I went around like a chicken with his head cut off. I
asked everyone for suggestions. The faculty just told
me I'd better do a lot of reading.

I noticed wet palms about six months ago, when the exam-
ination was mentioned in class, and even now when I
talk about them, because I still have the special to
take. I noticed shallow breathing about two weeks be-
fore, and while waiting, I cried a lot.

I get a pain in the pit of my stomach if I even think
that I might have to get ready again.

I retched on Sunday and Monday during the examination,
and misread the questions.

I had diarrhea for about a week before and during the
examination.

I had planned to take them four months from now but the
more I hear, the more I think I may be smart to wait.

You find yourself studying toward an outside event out-
side of your control. While reading, you're inter-
rupted all the time by thinking 'Now that might be a
good question.' It is disrupting and hard to concen-
trate.

I went in confident, but nervous and upset. I'd taken
a tranquilizer the night before. When I saw the
question, I made myself calm. The initial fright
lasted for about a half-hour. My friend saw a doctor.

Sunday night I was restless. I had a highball other
nights before going to sleep.

I took a sleeping pill, and stayed away from other stu-
dents.

My arm went bad after an hour of writing.

I took tranquilizers.

I felt worn out afterwards, brainwashed. I wanted to
fight the guy who wrote the Socio-economic question.

While waiting, I felt friendless, depressed, beat,
worried, bound to be a failure. I couldn't talk to
the professors, and they ignored me. The day the
letters came out, one of my professors was anti-
social--I guess he was just trying to keep me from
asking him--anyway, I was sure I'd failed.

Fear of the examination is always in the back of our
minds--it keeps us from developing fully.

During the waiting period, we had thousands of criti-
cisms which got worse.

I was mentally fatigued, and didn't give a damn—just
wanted to get it over. If they had not started the
next day, I don't think I could have made it.

I couldn't sleep the night before, panicked at the first
question and couldn't write for thirty minutes. I
couldn't sleep the next night either; I was rewriting
the first questions and trying to guess the next ones.

I became ill with empathy of an earlier group.

An old skin irritation broke out that I hadn't had for
years.

B—I'm irritated by answering questions, even coming here
to talk to you. I want to study—I'm secure only as
long as I'm working.

B—I can't sit still more than five minutes. It's a real
chore to think about anything educational. I have a
gnawing feeling that I ought to quit, but then I have
to look up one more thing.

W—While waiting, courses are boring and inane. I hate
them, don't want to work. The faculty seems to be
looking at you and thinking 'You dumb . . .'

Successful students commented that one good reaction

might be that they could worry no more, and therefore they

were not concerned about the oral section of the examina-

tion:

I was too worn out to worry, but my committee was im-
pressed by my calmness.

I had been told I was weak in an area, and was going to
look up the text, but just couldn't get to it.

Preparing students reported their perceptions of the

earlier group:

B—You notice hysteria everywhere, and the climax is
pathetic. It's an unhealthy emotional state. This
last group were annoyed with me, unable to deal with
my personality, hostile and withdrawn.

B—Everyone has been a different person for a month be-
fore and a few weeks after--emotionally different and
not as nice.

B—The passer--within a week--is another breed of animal,
with all the answers. The only excuse I can make for
him is that it was so unpleasant, almost gruesome,
that he is getting even with everyone. Retaliation
becomes generalized, and this is his way of expressing
resentment--'Damn it, I took it, I know it all now.'

B—They are not only isolated, but they compete with each
other. They are in no psychological condition for a
physical endurance test. Then they wait in no man's
land. The tax on the individual is just not worth it.

B—There's nothing you can do for those waiting, except
suffer with them.

B—It is like being led to the altar for sacrifice with
everyone watching.

B—I saw X just before the examination. It was tragic,
he was frightened, almost disorganized, and he's
brilliant. I had a feeling that he didn't even want
to talk to me.

The time of the greatest anxiety for the student

varied. For many it was the period of waiting; for some,

the weekend before. It was usually not the time of the

examination itself. Several students reported, however,

that the period of panic was much earlier:

At first, I didn't know the examination existed. Then
about nine months before I took it, I found out about
it and panicked for several weeks.

About three months before--you can't waste time worry-
ing about it sooner.

I had some anxiety for several years, since I first be-
gan to think about it and talk to others.

It began at the start of the program, a year before, by
watching others and talking to them.

Threat and a feeling of inadequacy began three months
before, increasing to a peak two weeks before, then
decreasing before the examination.

It was worse for me with an earlier group. Maybe this
was good for me since I saw what my downfall might be.
It began six months ago, when I realized I was working
toward them.

My main concern before I came up here.

Maybe a year after the start of the program.

B-A year ago, no; but eight months ago, yes. At first I
didn't know the guys. Later also it had been the
topic of conversation for six months.

B-I worked three summers on my doctorate, and the exami-
nation just seemed like another hurdle, until I came
here for residence.

B-Three summers ago, before I was admitted, I didn't
hear anything about them. Two summers ago, I knew
some of the guys in seminar, and I've been anxious
ever since then. At first you don't know quite what
they're talking about—you just get the idea they're
afraid, but you don't know what of. Then it's pro-
gressive. Last summer it wasn't as bad as now. And
it's getting worse all the time.

B-When it was first mentioned in a class-five months
ago.

B-Eight months ago, I was empathetic as hell, I pro-
jected myself right into it. Then four months ago, I
was personally involved with a friend.

B-It starts when he decides to take it—then develop-
mental as it gets closer and closer.

B-I was fractured by a person who failed a year ago.

The preparing students partly recognized the time
cycle of the anxiety, but they were concerned about how they
would behave during the time of the examination, whether the
panic would return:

B-I'm less anxious now, but when it comes closer? I
don't know.

B-I'm OK now, but knowing myself, I'll have literal hell
later.

B-I suppose I'll get shaky as the time nears.

B-You don't see students while they are waiting. Maybe
there's more anxiety then, or maybe they don't want to
talk.

As the examination period approached and the student

felt more prepared, he sometimes saw it as a challenge:

It wasn't bad when the examination started. I just
wanted to get it out of the way.
B-Eight months ago, I was concerned with the crew. I
was totally unprepared, and I thought 'My God, what
would I do?' It's less frightening as you feel more
prepared.
B-I thought I could handle the question on the last
examination, and I've been less anxious since then.

Delayed Effects of Anxiety

Responses from the student groups include some men-

tion of a delayed effect of the examination. The behavior

which they reported <u>may</u> be an effect of the anxiety of a

part or parts of the examination system, or a natural result

of exhaustion following the intensive period of preparation.

Some of their comments included the entire doctoral program.

For months afterwards, I found it difficult to study or
make any concerted effort. I was ready to leave
school. I was intellectually and emotionally worn
out. The examination saddled me for months, and I
couldn't get to work on my dissertation.
I did not and do not feel any sense of great pride or
accomplishment. It took me three or four weeks to re-
cover.
Now after four or five weeks, I am beginning to get back
a feeling of membership in the human race. I haven't
felt much worth or dignity, or even desire to keep
going. The attitude in the year preceding is bad; the

overemphasis on specifics makes for narrowness. Then
the examination is overrated so that the student ex-
pects something more revealing, a greater feeling of
accomplishment. He's let down because of no feeling
of exaltation. My feeling after I heard I had passed
was 'So what?' I almost felt guilty when everyone
said 'You must feel good today.' I didn't.

It took me five weeks to get over my feeling of stu-
pidity. I found I couldn't make even the simplest de-
cisions.

The examination affects the quality of research work the
students do. After it is over, they are ready to pick
an easy subject. This accounts for the inferior type
of research in education.

The examination restricts all learning. We lose our-
selves and take on a common complex. We have a little
more opportunity to be original on the dissertation,
but it is restricted also. We look for a subject that
will get us through our seminar and please our commit-
tee without argument.

The person who passes evidently becomes a great con-
formist. I have in the last month, but I never
thought that I was before.

The effect on the student who fails is too great.
There's almost a change in his personality.

B-I want to know what happens to the student. I think
the examination does something to the people who take
it. This effect should be investigated. If it is
healthy, promote it; if it is unhealthy, find another
way.

B-Everyone is upset over a failure. The faculty can't
help but see the effect on the school unless they're
deaf, dumb, and blind, with all these zombies wander-
ing around.

B-I've observed that it takes all of them some time to
recover. It takes something out of them.

B-I think the student picks up an aversion for scholarly
work so that he will never again attempt important ef-
fort. You can see it in the impoverished quality of
professional journals.

B-The neurotic gains the most--he is now a first-class
citizen. This is good, if he is willing to grant that
others are also, especially those who haven't passed.
It is a tragedy because the examination doesn't test
an acquisition of knowledge, but something else.

B—If the examination is a method of failing a person who the faculty already knows will fail—and they ought to—it's sadistic. The failing student should understand that the judging is subjective; he may be just below passing, but he may perceive himself as being at the absolute bottom.

B—Once over, you forget all the information you didn't need. There's a certain amount of dignity which should be attached, but is lacking.

B—People talk about dropping out of school, but not seriously.

Possible Causes of Undue Anxiety

Both successful and preparing students listed a lack of understanding of the examination's purpose, scope, and expectations as a major contributing factor to anxiety:

It's too amorphous, utterly vague. All we know about learning theory would confirm anxiety here.

There should be some fear of the examination, and the doctoral student should have developed the maturity to face examinations. But there should be also some self-assurance that you have a fair chance. Students are lacking in self-assurance because they don't know—I still don't.

The fear is that you don't know what to study. The test is so indefinite and covers such big areas, it's superhuman.

I know something, but I don't know everything they want us to know.

It's a question of being in the dark, not one of maturity. We have had no previous comparable examination. Our earlier work is narrow, and we have been conditioned to something different.

The secretiveness and reluctance of the faculty to discuss the examination adds to the anxiety. Could I have taken it over? I never knew.

I didn't know expectations when it was over.

I was concerned with the mystery of the test. Who writes? and who grades?

The anxiety of the unknown.
B-It's all very vague to me. I hadn't heard about the examination until a seminar. No one on my committee has talked to me about them.
B-Big mystery! The faculty thinks the more magic, the more secretive, the better.
B-I don't know if you can take it over. They say no one fails the second time, but there are contrary reports too.
B-We don't know expectations. Twenty-seven pages or four? If you know what it's all about, you aren't as scared.
B-When I think of what they could ask!
B-I know the people who grade are responsible people, but do they have restrictions placed on them?
B-It's nebulous, but a definite threat. I'm not sure what the examination is.
B-I have no knowledge of its purpose.
B-There's undue apprehension because we have no idea of what they are. It could drive you crazy wondering.
B-It seems dichotomous. Either I'm not learning what I ought to be learning, or I'm not being taught what I ought to be.

Several students volunteered that they were not concerned about their special or their oral examinations in this way. The usual comment about the special examination was "I know what to study."

The second contributing factor to anxiety is related to the identification of the grader. The student's concern for the grader is reported earlier in this study in the chapter on reliability. His comments relating to the grader and reliability often included the word "anxiety."

Other contributing factors, mentioned once or twice, were the pressure of meeting expectations of others, the

previous reaction to examinations, and the personal rela-

tionship with other graduate students:

> B-My wife and friends say I have nothing to worry about,
> so suppose I fail, they'll be disappointed. I feel
> they don't really understand. If they expected me to
> fail, I could surprise them and come out on top.
> I was worried about spoiling my chairman's record. None
> of his counselees has ever failed. (Four responses)
> B-I freeze on examinations.
> B-I'm bothered about having to quote. If I could write
> from my own knowledge, I don't think I'd be afraid.
> B-The closeness of the graduate students adds to the
> anxiety. You can't hide or be alone. I can stand my-
> self, but I can't take sympathy. The faculty is re-
> luctant to talk about failures--they feel this too.

> One preparing student analyzed:

> B-It's the inability of the student to face the reality
> of his anxiety. He isn't seeking help, he's with-
> drawn, and because of his irrational behavior, we
> withdraw from him. He doesn't communicate. The
> faculty reassures him, but then just waits for him to
> outgrow it, as one of the pangs of growth. It does-
> n't matter what causes it. Other students or faculty
> members are not really factors. An entirely unexposed
> group would react in the same way with such high
> stakes. It comes back to the individual's ability to
> see himself.

> Students felt that anxiety was intensified by in-

teraction with other students, by some interaction with

faculty members, by overemphasis on the examinations, and by

the lateness of the examination in the program:

> Older students make bets on who'll pass or be cited.
> You try not to hear, but you do and analyze yourself.
> So you go in with some frame of reference of how
> you're going to do.

One big thing that bothered me was the attitude of the
students. They dread them. They are more of a threat
than they should be for good educational practice.
It's a bogeyman that isn't there.
Students here are grade and examination conscious.
Florida Room conversation causes tension.
Biggest fear is what you hear in Florida Room--all the
advice and undue emphasis.
Perhaps students are to blame for developing excessive
tensions.
B-I want to pick my associates. Some of them could
drive me crazy.
B-The longer I stay around this building, the less I can
say 'A hurdle, so what?'
B-Students have a tremendous effect on each other.
B-Anxious students greet every rumor with awe and shock.
B-The more I hear people talk about it, the worse it
gets.
B-I didn't realize how monumental it was until I've
heard so much talk.

Preparing students were impressed by the experience

of the earlier groups:

B-I have seen these souls in torment--they looked like
the wrath of God two weeks before and after. There's
something wrong with the system that produces that.
B-I've been scared a good deal by ones who've already
taken.
B-I have heard one surprising comment--a student said
he had no good feeling about the examination either
before or after, or would he ever have. Just wrung
out. I guess it was just his personality.
B-I saw X shaking, and I thought, if they can do this to
him, what will they do to me? It's a crazy mixed-up
thing. I doubt the wisdom of it.
B-If X can freeze up--he's competent, what will I do?
B-X looked pretty bad--near collapse. Didn't look
natural again for three days.
B-I was disturbed eight months ago and again three
months ago when some of my friends took it by their
apparent anxiety and threat. I wonder if having seen
these people will add to my own. I want to get it
over with.

B-There's nothing necessary about such a devastating and
generally destructive ordeal, felt by the students
months in advance.

B-When I first came, I had no concern. Then I saw the
group in the library.

B-My first impression of the library group scared me.
It had never occurred to me that an examination should
demand that type of thing.

Reassurance from faculty members sometimes increased

tension:

My department said they weren't worried about me, be-
cause I was topnotch. So then I had to maintain this
ridiculous self-concept.

Faculty reassurance does not help--they should push and
quiz also.

The faculty mean well, they reassure, but not realis-
tically. They build you up so much, that if you
flunk, you feel that you ought to go out and commit
suicide.

You feel you're letting a whole lot of people down, even
some faculty. They might not think I goofed off, but
I didn't have what they thought I did.

B-My professor reassures me, but he would be embarrassed
if I failed.

B-The faculty attempt to make it unimportant. Nothing
to worry about? This has the reverse effect on me.
It's sheer nonsense for him to tell me this.

B-The typical faculty reaction is minimizing. He tells
me I have nothing to worry about. This is telling me
nothing, because I am worried, and this doesn't help.
It makes me feel worse, because now what chance have I
got? Nobody knows what I'm up against. I can't get
down and plead with them and say 'Please look at me--
I'm real anxious.' This is numbskull psychotherapy--
telling the guy he's OK when he knows he isn't.

Although few students saw the faculty as inten-

tionally causing anxiety, a few comments suggested this:

Some faculty members are dedicated to riding the stu-
dent. The tone of a remark as 'You either barely

pass or miserably fail' shakes you up.

I know of only one instance where a faculty member in-
stilled fear--that was with the implication that it
was necessary to go along with a certain point of
view.

Most faculty say course grades don't mean a thing, and
that this is the weeding out.

Students were more apt to see the faculty actions as un-

planned:

B-Faculty comments are casual, over coffee, but they
make too much of the examination.

B-Why does your committee let you take the examination
unless they're pretty sure you don't have an emotional
problem?

B-The faculty forget they've been teaching this stuff
for years.

B-I object to the faculty's unconscious attitude. They
discriminate among those who pass or fail. They talk
about how well somebody did, and by omission you know
about the others. This becomes public achievement,
rather than personal.

B-The faculty bury their heads in the sand.

B-I don't think the faculty realize the threat. They
add to it by the remarks they make.

B-The faculty are confusing in their advice. Some try
to help you beat the system, others will try to help
you handle the examination.

Several students said:

Failure at this point is pretty bad.

Failure seems to be so ultimate. Other work and ex-
perience does not count.

What happens if you fail?

Some preparing students identified with the earlier fail-

ures:

B-I felt a lot of empathy last semester. We knew the
one who failed, so now we worry about us.

B-I understand the person who failed was practically
told in public--in the hall. The failure was a shock
to me, anyway.

B-I'd heard that between twenty-five and fifty per cent
fail. It is hard for me to believe you when you say
that's not so. It surely would have made me feel
better at the time.

Students felt that both faculty members and students
overemphasized the examination, students by their continual
talking about the examination, and the faculty members by
the importance they give to the examination and their
references to it:

A faculty member often says in classes 'You need this
for the examination' and students give this more em-
phasis than he intended. In one class, the professor
spent three hours going over a question. By the end,
most of the students had developed a fear of a ques-
tion in that area. The remarks aren't malicious, but
they are overly concerned.

The overemphasis so long and so early magnified them way
out of proportion. I felt almost worst when they were
over.

B-Student discussion is not moderate--usually extreme,
overplayed or underplayed. It's either 'Rough as
hell. You'll only go through that once' or 'Nothing
to it, you'll be all right.' So you can't believe
either one. There's never any other information, any
intelligent or reasonable discussion.

Sharing of Anxiety

Students were asked "Do you think faculty members
share your anxiety?" Both student groups were divided about
equally; a few more successful students thought that

professors were empathetic than did the preparing group.

Students who prefaced their comments with "yes"
stated:

B-They are hampered by tradition.
B-Some have had the same experience themselves.
B-They try to get the results to you quickly.
A lot of the faculty is empathetic. (Four responses)
They know that the student doesn't start learning any-
    thing until the examination is over, and they're
    right!
B-Many of the faculty are concerned, probably as much as
    some students, but they do not show their anxiety.
    They're playing a different role, and we're not sensi-
    tive to their concern. You only have to listen to
    hear all they reveal in classes about the examination.
    There is no talk about passing or failing during the
    examination period. Everyone hushes up--therefore
    there is serious concern, empathy, involvement.
During waiting, I wasn't sure that some professors were
    still on my side. But other professors tried to
    bolster me.

Students who felt that the faculty were not con-
cerned said:

B-Maybe those who had a hard time getting through want
    others to, also.
B-Some feel: 'If he wants into the club, let him take
    it.'
B-They are matter-of-fact, accepting with finality.
    Maybe we're juvenile to respond as we do.
B-I don't feel sympathy from them. For example, one
    failing student got a lot of kidding. They think they
    are sympathetic, but they aren't--or else preoccupied.
B-Maybe they haven't been through this, or else so long
    ago they've forgotten. (Five responses)
B-There's some cynicism: 'You're a graduate student
    now, get this on your own.'
They are not fully aware of student anxiety. For exam-
    ple, there has been opposition to the faculty study to
    change the examination procedure.

Some of them are totally unconscious or thoughtless--too
far away. (Three responses)

Several students commented that the extent of fac-

ulty empathy depended upon the individual faculty member:

B-Some faculty see the examination as an ax--as nine out
of ten students do. The faculty who are student-
oriented do not.
Their awareness varies. Some faculty members are hard
to approach before the examination. They're afraid
they might let slip an answer. This is bad. They
should be able to separate themselves from the exami-
nation. We're all human.
The faculty who are not involved don't see much of any-
thing, and the ones involved don't see the student
view.
Some do, some don't. (Five responses)

Five students volunteered comments about a need to

appear anxious:

B-Everyone has to be worried. You play a role, either
catch it or assume it, and pretend 'These are rough.'
B-A behavior of fear is expected. You should not be
confident.
Some students who are capable go in moaning, insin-
cerely.
The student thinks he is supposed to be scared to be
consistent.
I worried, but thought it was just something I had to
do. I worried because I couldn't get upset. I dis-
cussed it with people, because it was the thing to
do; I felt duty bound to talk about the examination.

One student contradicted:

I felt no pressure to conform to a fearful behavior, but
I was called egotistical by another student. The
overconfident student might be graded rougher, since
they have to decide--not you.

Attempts to Alleviate Undue Anxiety

What did students report had aided them in alleviating their anxiety? What suggestions did they offer for further help?

Students reported that they were aided in controlling their anxiety by faculty members, by other students, and by their own rationalizations. They suggested further help from faculty members and more information.

Two-thirds of the successful students stated that faculty members had been a source of confidence:

> When I first panicked, nine months before the examination, I went to two faculty members. They gave me books and helped me. The faculty members do not believe the extent of the panic.
> My past experience with the faculty helped me.
> Yes, they help. One of my committee told me I was ready.
> Good faculty relations made me perfectly confident I would get fair treatment.
> I'm not close to many members of the faculty, but I feel confidence and morale from my committee.
> Men on my committee whom I respected and liked helped me. All students can have this kind of help. Two or three faculty members is enough.
> A personal closeness with the faculty doesn't hurt, but contact may be high and still result in failure. Comments over coffee are often helpful.
> The faculty helps to some extent. But the student should not fool himself that personal contact means his understanding of the subject matter.
> I don't think students can help each other. I valued the judgment of my professors. They are giving the examination--they know.

The faculty pushed me, and I thought I'd be chicken if I
didn't take it then.

I haven't felt that any professor tried deliberately to
make it look hard.

Preparing students said the faculty helped in vari-
ous ways:

B-Some staff members help by reassurance, more perhaps
than they think.

B-One professor goes out of the way to make sure you'll
have confidence. Other professors just let you talk
it out.

B-They are generally helpful in helping you prepare.
Maybe if I had run into some of them earlier, I
wouldn't have such strong feelings against it.

B-I think it helps to know the faculty personally. But
the ones I know have nothing to do with the examina-
tion.

B-The chairman is important. Mine is like my father.
Informal out-of-school associations help also.

B-Some professors will spend time, others will not.

B-Working closely with the faculty helps.

B-One professor helped me on how to answer. He said
'If you don't know the answer, don't try to write a
different one.'

B-My chairman reassured me, and it's the first time when
someone has told me not to worry that I didn't. It's
unforgivable that all students do not have this feel-
ing about someone on the faculty.

B-The way my chairman sees them makes sense. I'm re-
lieved for the first time.

Two students said faculty members were no help:

B-It depends upon a good relationship with your chair-
man, and I don't have it. And I don't have any as-
surance from being admitted to the program, because
the examination seems to be on the periphery, not re-
lated to anything else.

B-They just give you a bibliography and standard an-
swers.

Former students were mentioned as a help if their statements were not trite. Typical of a helpful statement was:

> One of the former students talked sense. He said 'They're rough, don't kid yourself. Get down to work and you'll make it.'

Students seemed to think that the safest way to approach the examination was to be ready to fail and to plan to take it over:

> B-If I don't pass, so what?
> B-People who like you will anyway.
> B-About ten per cent fail, and some can take it again. I've never heard of anyone not having a second chance.
> R-I took them at the wrong time. I took them in the fall, so that if I failed, I could take them again the next summer.
> I took them one semester early intentionally. I said to myself 'I'm really taking them to see if I can. If I make it, OK; if no, no calamity.' Of course, this was a rationalization, but it perhaps kept me calm.

> Other aids to morale that were mentioned were:

> B-I feel as prepared as the others. They can't fail us all.
> B-I've never failed anything else.
> B-They've gone out on a limb for me for a future job.
> B-In all my school work, I've been able to do average or above.
> I had passed everything else I had tried.

One student volunteered:

> Anyway, you do what you have to do and build up to a peak. The doctoral student is conceited or he wouldn't be here. He may think that the other person might fail.

Students made two suggestions for further reducing anxiety: first, that more information be available; and second, that the faculty be more helpful. The need for information was voiced by both successful and preparing students:

> No one has yet to tell me officially what the examination was going to cover--the five areas. No one told me I was eligible to take until three days before. No one told me it was morally or ethically right to study the old questions.

> We need some statement of general purpose of both the examination and the program.

> If they'd just tell us what the examinations are!

> If only the faculty were not reluctant to discuss, to help you get ready, to state the philosophy behind the examination.

> We need more contact with our committee, more information about what the examination is, what it's for, how they're constructed and graded.

> Why don't they tell us which section is going to be first?

> I'd like a discussion by the faculty on purposes, and done sincerely, not a farce. I would like to have asked.

> B-The chairman should discuss these areas early. It is treated too lightly when the program is planned. I learned the areas second-hand.

> B-There should be some reference by your committee toward courses and auditing and better books--just to bring them into awareness. Now it just creeps up. We gradually learn about it from other students--some successful, some not.

> Rapport and communication should be better with the committee.

> The examination should be presented in its proper perspective.

The faculty could help by not mentioning luck, by less emphasis on the examination, and by realistic advice:

Stop these remarks of the faculty about luck!

These comments of professors that it is just a matter of luck and who grades are very damaging. You can't do anything about luck. The attitudes of two or three professors are very disheartening, especially when the examination is this important.

Play down the emotions of all the people involved.

Change the attitude of overemphasis.

B-I want the faculty to say "If you prepare, you'll make it' or 'I know what you're up against. The way to lick this is by your preparation.'

One student volunteered a suggestion for a new approach to the examination procedure:

B-It would help relieve anxiety if the chairman would say 'If you don't make it, it won't change my opinion of you.' Competence and readiness and preparation should be able to be demonstrated in many ways other than a one-shot affair. So the chairman says 'I think you're a good guy, but this may be my own perception. Let me check with some other professors, outside of my department.' After the examination, if there are some doubts, it is not valid for him to say 'I was all wrong, you don't know anything,' but rather 'We have some doubts, but let's explore further; we'll have an oral.' Then after the oral, if there are still doubts, he says 'In some aspects you are weak, but I still have my first impression of you. You're a serious student, but not as good as I had thought. So take these classes, or write this, and see if you can correct your weaknesses in a semester.' But don't run the risk of losing the guy!

The student's manifestations of anxious behavior which he reported varied in extent; they included both physical and emotional disturbances. Students seemed to recognize their physical disturbances as psychosomatic, and their emotional disturbances as typical of the individual

under threat. Some of them mentioned the effect that their
anxiety had upon their personal relations with friends and
their irritation with others, such as the interviewer. Most
of them saw their reactions as interfering with their learn-
ing, rather than providing motivation. A few students re-
ported the use of tranquilizers at the time of the examina-
tion. What effect might this practice have had upon their
performance?

The information on the delayed effects of the pro-
gram is incomplete. It is impossible to state that the
anxiety of the general written comprehensive section is
greater than that of the oral section, or that either sec-
tion is responsible for the delayed manifestations of be-
havior reported. However, the remarks made by the students
relating to their selection of a dissertation topic seem to
be significant for the faculty to consider. Students used
the word "recover"; does the word imply a recovery only
from physical exhaustion? The mention by one student of his
difficulty in making simple decisions implies another kind
of recovery. Perhaps the period following the examination
is not the time when a student should be making decisions
about his dissertation topic.

Students were particularly aware of the actions of

faculty members during the period while they were waiting for the announcement of results, and believed that they too were being watched by the faculty members. While this waiting student was watching and interpreting every action of his professors, the preparing student was watching him just as avidly, projecting himself into the next semester or the next year when he would face the examination. Here the distraught behavior of the supposedly adequate student was particularly impressive to the preparing student. Although the period of greatest anxiety varied for the individual student, there was indication that for many of them, anxiety began early in the program. Perhaps some kind of orientation by the faculty at this time would be more valuable than the same help given later. They tended to protect themselves during the period of greatest anxiety by rationalizations of possible failure.

Students generally believed that their anxiety was intensified by their contacts with one another. The reassurance of faculty members was sometimes intensifying, although students also said that faculty members were a source of confidence. The apparent contradiction in these two statements may depend upon whether the student had taken the initiative to go to the faculty member, and whether the

reassurance seemed superficial or trite. In some cases the ego-involvement which the student felt for his chairman added to his anxiety. Contrasting, there was mention of the importance of personal relations with the chairman and a few faculty members. Students also believed that their lack of information was a primary factor in their anxiety. There was some fear that an insignificant bit of information about procedure had been forgotten or never learned. They were not sure that faculty members empathized with them or understood their panic about details.

Student suggestions for further help in alleviating anxiety are consistent with their analyses of the situation. They want more information and some help in controlling their emotional involvement.

The volunteer statements of students about the need to appear anxious seem significant. Although statements are not numerous, they have implications for faculty consideration.

Summary of Faculty and Student
Perceptions of Behavior

Manifestations of Student Anxiety

The manifestations of anxious behavior which students reported they had experienced were much more numerous than those which faculty members reported they had observed. Faculty members seemed to be more aware of emotional disturbances than of physical. Faculty members also seemed to be more observant of anxious behavior which immediately preceded the examination or occurred during the examination period; they did not mention the projective anxiety of the preparing student which may occur a semester or a year before the examination period.

Delayed Effects of Anxiety

It is impossible to make any conclusion from the volunteered comments relating to the delayed effect on the student. Several faculty members were concerned, however, about the possible effects of the student's anxiety. Of particular significance are the comments of one faculty respondent and several student respondents relating to the cynicism with which a student may approach his selection of

a dissertation topic. Students also mentioned the development of a conformity pattern and a personality change.

Possible Causes of Undue Anxiety

Many faculty members saw anxiety as necessary for motivation and inherent in the examination. Others saw the student's anxiety as greater than it need be. Both faculty and student groups are in agreement that interaction among students, and between students and some faculty members intensified the anxiety. The students also added that their anxiety was increased by an overemphasis on the examination, by a lack of information, and by their doubts about the reliability of the grader. One faculty respondent was perhaps referring to a lack of information in his comments about the need for clarification of criteria. While both groups of respondents saw the anxiety as contagious, the preparing students emphasized this contagion by their comments on the beginning of anxiety and on the empathy with students during preceding examination periods.

Sharing of Anxiety

Students generally did not realize the extent to which faculty members shared their anxiety. Comments of

students, with one exception, did not reveal an empathy or understanding of the faculty member. The student's ability to understand a faculty member may possibly be explained as the reaction of the individual, ego-centered under threat.

Attempts to Alleviate Undue Anxiety

Both faculty and student groups agreed that the actions of professors might reduce anxiety, but that the many forces of interpersonal relations would determine the individual student's reactions. Faculty members did not seem to realize that their statements of reassurance might intensify anxiety. There was repeated mention in both faculty and student groups of the importance of the chairman as an influence on student behavior. Students repeatedly mentioned a need for information; faculty members did not seem to be aware of this factor as intensifying anxiety. While students suggested that more information would be the primary help in further reducing anxiety, faculty members suggested a change in the timing of the examination in the student's program.

The faculty respondents did not seem to understand the student's concern for the grader and his worry about "what the faculty wants." The comments of the students

appear to be closely related to what one faculty member
termed value conflicts, saying "Students are aware of the
value conflicts which exist in society. It is logical that
they would be represented on our faculty. It is part of his
problem to determine the criteria used by each department,
in terms of its values." Perhaps the student's demand for
information about "what they want" is his recognition of
value conflicts.

In the opinion of the writer, faculty members have
not accepted the difference between departments. The stu-
dents have faced and accepted them for some time; they are,
however, confused when faculty members say that differences
do not exist. One faculty respondent described the student
as fighting dragons. Again in the opinion of the writer,
this analogy is particularly apt; the student's fears are
nebulous, and his reactions to them are not intellectual.
Faculty members do not help by their reassurance that
nebulous fears do not exist; they could help by giving di-
rection in the particular manner of combatting such fears.

CHAPTER VII

CONCLUSIONS

The purpose of this chapter is to present conclu-
sions from an investigation of the data previously reported
in order to determine the truth of the three hypotheses
stated on pages 7 and 8 of Chapter I. A superficial review
of the data attests that the three hypotheses are basically
true: that stated perceptions of faculty members and stu-
dents of various aspects of the examination differ. A care-
ful review of the data, however, reveals the significant in-
formation: the extent and areas of difference between the
two large population groups (faculty and student) and among
them.

The arrangement of this chapter is similar to that
of earlier chapters. For each hypothesis, conclusions of
differences which existed among the faculty group will be
presented first, followed by those which existed among the
student group. The third section will present the conclu-
sions of differences which existed between the two groups.
The conclusions presented in this chapter have been

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previously suggested in the interpretative sections of
earlier chapters.

The fourth section will present conclusions on the
possible correlation of responses with pertinent variables.
These conclusions are drawn from data not previously re-
ported, with the exception of the classification of students
as to whether they had attempted the examination or not.

The differences among stated perceptions are re-
ported in this chapter in the same manner as in previous
chapters. In other words, approximate proportions were used
when data were available from one-half or more of the re-
spondents. Data representing less than one-half of the re-
spondents were reported by frequency. "Few" was interpreted
as two or three responses; "several," as between four and
seven responses.

The approximate proportions of faculty respondents
were based on the possible total of thirty-four; of student
respondents, on the possible total of forty-one. The forty-
one student respondents included twenty-five preparing stu-
dents and twenty-seven successful students; the apparent
discrepancy is explained by the eleven students who were in-
cluded in both groups.

Generally, the approximate proportions refer to the

number of respondents. In two instances, when respondents gave multiple answers, the proportions refer to responses: the stated perceptions relating to the purpose of the examination and to the methods of preparation.

It should be remembered also that some questions were not directed to the preparing students. Data from this group are therefore volunteered comments.

Hypothesis 1: Stated Perceptions by Faculty Members and Students of the Purpose, the Validity, and the Reliability of the Examination Differ

Comparison of Responses within the Faculty Population

Purpose.--There was a consistent pattern of disagreement among the faculty relating to the purpose of the examination. The divisions of opinion which first appeared in their stated purposes showed up again as divisions of opinion in their consideration of the examination in planning the student's program, in their decisions about the timing of the examination, and in their advice for preparation. The differences of opinion regarding the purpose of the examination ranged from the measurement of doctoral competency to the establishment of a meaningless hurdle. While

over one-half of the faculty respondents believed that the
purpose of the examination was the measurement of competency
(either achievement or organized thinking), over one-tenth
of the respondents termed the examination a hurdle. The ad-
vice given to the student for preparation followed a similar
pattern: two-thirds of the faculty would advise the student
to become informed and adept at organizing; over one-tenth
would advise him to attempt to determine the identity of the
grader. Three-fourths of the faculty stated that they con-
sidered preparation for the examination in planning the stu-
dent's program, but comments of at least one-third of these
respondents suggested that they did so unwillingly. One-
half of the faculty would approve of the examination being
given earlier in the student's program.

There was less disagreement among the faculty on the
scope of the examination, when the scope was represented by
the present five areas. There was more disagreement when
the scope referred to the depth of knowledge within the
areas. In other words, the faculty generally agreed that
the student should have some knowledge in each of the areas.
One-third of the faculty, however, questioned the inclusion
of administration, and one-sixth of the faculty recommended
the addition of guidance or research. Another group of

faculty members appeared to be concerned about the depth re-
quired within the areas. Although this depth might have
been the reason for the questioning of the inclusion of
administration, faculty respondents referred also to the
foundations areas. One-third of the faculty made some men-
tion of the foundations areas, with about one-half of these
respondents approving of either depth within the areas or
emphasis upon the scope.

The faculty was closest to unanimity on approving
the separation in time of the general and special sections
of the examination, and on approving the present essay form
of the questions. Nine-tenths of the faculty approved the
separation of the sections, and four-fifths approved the re-
tention of the present form.

Validity.--The disagreement among the faculty on the
purpose of the examination occurred again in their opinions
of what the examination validly measures. While over two-
thirds of the faculty stated that the examination measured
organizing ability, one-fifth felt that it measured personal
qualities, and one-tenth, the student's professors or
graders. In weighing the importance of extraneous variables,
one-fifth of the faculty believed that conformity to a de-
partment's point of view and the use of jargon were factors

to consider; two-thirds of the faculty disagreed. The faculty agreed that performance under stress was being measured, but only one-half thought that it should be considered extraneous.

Reliability.--The disagreement among the faculty on the purpose and validity of the examination was also apparent in their opinions on its reliability. The disagreement was greatest on two questions: the effect of bias of the grader, and the wisdom of identifying the grader. Three-fourths of the faculty felt that the errors resulting from bias of the grader were overrated; one-fourth disagreed. Two-thirds of the faculty felt that the grader should not be identified; one-third felt that he should.

The disagreement was less on two other questions: the use of the rating sheet and comparative grading. Five-sixths stated they accepted and followed the criteria on the rating sheet, and four-fifths of the graders said they exercised comparative judgment to some degree in grading.

The faculty was closest to unanimity on the wisdom of identifying the student writer by name. Nine-tenths would prefer the present use of code numbers.

Comparison of Responses within the
Student Population

<u>Purpose</u>.--There was a pattern of disagreement among the students relating to the purpose of the examination. The divisions of opinion which first appeared in their stated purposes reappeared in their judgments of the wisdom of considering the examination in planning the program, in their approval of the form of the examination, and in their suggestions for preparation. While nearly one-half of the students believed that the purpose of the examination was the measurement of competency (either achievement or organized thinking), one-sixth termed it a hurdle. One-half of the students approved the present essay form; the other half would approve the substitution or addition of objective questions. In suggesting desirable methods of preparation, one-half of the students recommended the acquisition of information; one-tenth advised personal or professional contact with the possible graders.

There was less disagreement among the students on the scope of the examination as represented by the present five areas. Four-fifths of the students accepted the concept of a common core for all candidates. There were no recommendations for the addition of other areas. Some of

the student respondents questioned the inclusion of all the areas or the depth within the areas. About one-tenth of the students questioned the inclusion of administration and research, and about one-sixth mentioned the foundations areas, objecting either to the emphasis on the areas or to competition with foundations student-specialists.

The student group was closest to unanimity on the question of timing the examination within the program. Five-sixths would approve the examination being given earlier.

Validity.--There was little disagreement within the student group on the validity of the examination. They tended to agree that three qualities were being measured in this order: first, organizing ability; and second, achievement and personal qualities. The group was close to unanimity on the effects of three variables: chance, fatigue, and conformity and use of jargon.

Students agreed that performance under emotional stress was being measured, but were divided about equally as to whether it should be considered an extraneous variable.

Reliability.--There was little difference in the opinions of the students of the reliability of the examination. They are close to unanimous agreement on the

importance of the bias of the grader, the lack of knowledge
of criteria, the belief that papers were comparatively
judged, and the approval of identifying the student writer
by name.

Comparison of Responses between the
Faculty and Student Populations

Purpose.--There was a general pattern of agreement
between the two large population groups. The same extreme
and central positions appeared in opinions of the purpose,
the consideration of the examination in program planning,
the scope, and suggestions for preparation. The pattern of
agreement was changed in two areas: the timing of the
examination, and approval of the present essay form. While
only one-half of the faculty would approve the examination
being given earlier, five-sixths of the students would;
while four-fifths of the faculty approved the present essay
form, only one-half of the students approved it without
qualification.

More specifically, the student groups differed with
the faculty group on two questions: the wisdom of separat-
ing the general and special sections of the examination, and
whether the areas of the general should be passed by an

average grade. Two-thirds of the students were undecided about the wisdom of separating the general and special sections; nine-tenths of the faculty approved the separation.

The question of whether the areas of the general examination should be passed by an average grade seems to depend upon a prior question: whether there is synthesis among the areas. Most students stated that the review for the examination was a synthesizing process for them, but they did not see the examination as measuring this integration. Hence their stand on allowing a student to pass the areas separately. One-half of the faculty were positive in their opinion that the areas should be passed by one average grade; none of the students were.

Validity.--There was a general pattern of agreement between the two population groups on the qualities which the examination validly measured and extraneous variables; the difference between the groups was one of extent. While two-thirds of the faculty group believed that the examination measured organizing ability, less than one-third mentioned achievement and personal qualities as measured; the student groups believed that the three qualities measured were of about equal value, although they also emphasized organizing ability.

The difference between the two groups on the effect of extraneous variables was greatest on the variable termed "test-wiseness." Nine-tenths of the students believed that conformity to a department point of view was important; only one-fifth of the faculty agreed with them. The students were close to unanimity also on their opinion that chance was an extraneous variable; two-thirds of the faculty agreed with them, but with reservations.

Both faculty and students were divided on whether performance under stress should be considered an extraneous variable; all of them agreed that it is being measured.

There was a similar pattern between the two groups in their negative statements of what the examination should measure. Both groups were using individual frames of reference for their value judgments--probably faculty statements of purpose. They agreed that failure most often resulted from an inability to organize. Students, however, tended to emphasize the effect of personal qualities on performance.

Reliability.--There was less agreement between the two population groups on the reliability of the examination than on the purpose and validity. The disagreement was greatest on the effect of bias of the grader and the wisdom

of identifying the student writer. Students were close to unanimity on the importance of bias of the grader; only one-fourth of the faculty agreed with them. Three-fourths of the students believed that they were identified, and that names should be used instead of code numbers; nine-tenths of the faculty said that they did not identify the students, and three-fourths would prefer the use of code numbers.

The disagreement was less on the extent of comparative judgment used in grading papers, and the extent and wisdom of identifying the grader. Four-fifths of both students and faculty graders believed that comparative judgment was used in grading. Two-thirds of faculty graders said they had detected evidence of attempts to write for a particular grader and were not pleased by it; a smaller proportion of students thought about the identity of the grader, and an even smaller proportion consciously wrote for one. One-third of the faculty would approve of the identification of the grader; one-half of the students would.

Hypothesis 2: Stated Perceptions by Faculty Members and Students of the Freedom of Communication and Availability of Information Differ

Comparison of Responses within the Faculty Population

Faculty members in varying degrees saw barriers to communication among themselves. They agreed that the causes of such barriers, regardless of their extent, come from differences in roles and experience with the examination, from a lack of knowledge, and from the lack of time available for consideration of the examination.

Comparison of Responses within the Student Population

Students agreed that there were few barriers to communication among themselves; that communication was more effective in the informal atmosphere of the Florida Room, both among themselves and with professors; and that their communication often lacked reliability.

Comparison of Responses between the Faculty and Student Groups

Both faculty and student respondents agreed that communication was faulty between the two groups. Both

groups also agreed that barriers were not likely to exist among the students.

Both groups saw role barriers as interfering with faculty-student communication. The student group also saw the possible danger of revealing weaknesses by such communication. Although both groups agreed that the successful student did not generally discuss the examination with the faculty, the two groups did not agree on the possible reasons for his restraint.

Faculty members and students disagreed on the adequacy of information furnished by official channels from the graduate office of the supervisory committee. Faculty members generally saw written information as more adequate than students did.

Hypothesis 3: Stated Perceptions by Faculty Members and Students of the Manifestations of Anxious Behavior, the Causes of Such Behavior and the Attempts to Alleviate It Differ

Comparison of Responses within the Faculty Population

Faculty members were in wide disagreement on the extent of student anxiety, its necessity, and their observations of manifestations. They also disagreed on the advice

given to students in attempting to alleviate anxiety.

Faculty members were closer to agreement on the extent to which faculty members shared the student anxiety, and on their desire to reduce it.

Comparison of Responses within the
Student Population

With few exceptions, students were in agreement on the extent of anxiety. The few exceptions were able to control undue anxiety in themselves although they recognized it in others.

They were divided about equally on the extent to which faculty members were empathetic. About one-half felt that some faculty members shared their anxiety.

Students were in agreement on the contagion of anxiety, on the necessity for a recovery period, and on a desire for more information.

Comparison of Responses between the
Faculty and Student Population

Faculty members were not aware of the time cycle of student anxiety, the anxiety peaks, and particularly the projection of the preparing student.

Faculty members and students disagreed on

suggesting further help in alleviating anxiety. Faculty mem-
bers recommended a change in the timing of the examination;
students recommended more information.

Consideration of Pertinent Variables

Faculty.--There appears to be a relationship between
a faculty member's opinions and the department to which he
belongs. Members of the foundations department generally
saw the purpose of the examination as measuring competency.
They did not object to a consideration of the examination in
program planning and would not approve of the examination
being given earlier. They approved the scope of the exami-
nation, and advised discipline in organized thinking for
preparation. Their views were shared somewhat by members of
the administration department. There was more questioning
of the purpose, the timing, the scope, and influence of the
examination on program planning voiced by members of the
curriculum departments, particularly secondary.

Graders of the examination tended to emphasize the
measurement of organizing ability as a purpose, as being
validly measured, and as guiding preparation. Faculty mem-
bers who were not graders tended to emphasize competency de-
fined as achievement or mastery of information. Graders

also saw the examination as more reliable; non-graders were more concerned about the bias of the graders.

Chairmen were more concerned about the depth of knowledge required by the areas than were non-chairmen. They were also more concerned about difficulties of communicating with their counselees and about student anxiety.

Faculty members who had experience with graduate programs in other colleges referred to this experience for comparative judgment. There was no pattern of correlation between them, however, and the type of responses made.

There seems to be a correlation between the extent of experience and faculty tolerance of student behavior. For example, the annoyance with the insincerity of the student in attempting to write for a particular grader was greater with the younger faculty members. Empathy and understanding of the student, however, did not seem to depend on experience.

Student.--The most important variable affecting student opinion was without doubt the student's successful experience with the examination. The second was his department and area of specialization. Preparing students were more critical of the examination, its validity, and its reliability than were successful students.

Student-specialists in the foundations department generally tended to object less to the examination than did students from other departments. The greatest objection to the examination was voiced by student-specialists in the secondary department, particularly those students preparing to enter junior college work.

On the purpose of the examination, preparing students differed with all other respondents in only one way: the desirability of the present essay form. Successful students differed with all other respondents in three ways: they placed endurance higher on the list of purposes than did the other respondents, they wanted more emphasis on the examination in their program planning, and they thought more highly of preparing by individual study rather than by group study.

On validity, the preparing group was unanimous in objecting to being tested under stress; they saw this quality as extraneous. Successful students, like the faculty, were divided in their opinion.

CHAPTER VIII

SUGGESTIONS AND RECOMMENDATIONS

One of the questions included in the interview of both faculty and student respondents was designed to elicit their suggestions for improvement of the examination procedure. Some of the suggestions dealt with the examination; others dealt with the "prior question": the doctoral program. All of the suggestions are reported in this chapter since the frame of reference for specific suggestions also provides information, as well as direction for proposed recommendations.

This chapter is organized in a similar pattern to those reporting data on various aspects of the examination. Faculty suggestions are followed by student suggestions. The third section of the chapter will present the writer's recommendations. These recommendations are based on the speculative interpretations which have been included throughout the study and, more specifically, on the conclusions reported in Chapter VII. The fourth section will include suggested areas for further study.

Faculty Suggestions

When faculty respondents were asked what suggestions they might have for change, they answered on several levels. Some of the comments dealt with the philosophic foundations of the graduate program, some with major changes in the examination procedure, and others with minor revisions in the present procedure.

Several faculty members commented on changes which had already occurred, and on situations which would seem to encourage change. These comments are reported here as an introduction or a rationale for faculty suggestions:

> In ten years, standards have risen. We have a better policy for grading papers, and higher entrance requirements.
> More flexibility was possible earlier when I came here, but it's being administered more and more tightly.
> The biggest improvement has been requiring the one general examination for all students. It relieves the department from pressure.
> The general caliber of the students has improved. (Three responses) In earlier years, a relatively poor student might have been given the degree.
> As the College has grown, there is more we expect the student to learn. But if we expected all of them to be versed in each field, they would be here forever.
> We need to consider the whole structure of the College and the University. Admission is so much higher that it eliminates some. The examinations therefore could be modified.
> The quality of professors has improved.
> The examinations have improved every year. (Two responses) The last one was better. Previous expectations have sometimes been too high in the foundations

areas and subject matter demands.

Some comments show the faculty concern for harmony between practices and philosophy:

> It's a little ridiculous to take adults and put them through this kind of emotional stress. It does not seem legitimate. We really contradict much of our own philosophy through our examination procedure.

> We are still violating what we believe about situations that are helpful to the individual.

> The faculty talks about students' being able to differ, but also discusses a follow-up study of graduates to see if they have a certain philosophy! We need more strength to differ.

> The idea of the test is atrocious and preposterous.

> It seems that we don't always follow our own beliefs. The student crams and forgets in three months.

> We have gone test-crazy. Now there is a great reversion and a reassessment of what these tests mean.

> Some people say that we violate all the basic principles of education by the kinds of examinations we give and the stress we allow the student to go through. I don't see our procedure as a violation. I think it is confusion in the minds of the students about the many things we want him to learn.

> The faculty thinks the examination tests creativity because this is one of the criteria, but the framework in which the student has to work does not lend itself to creativity. Since we cannot create something that pleases us, we use something we know is horrible, in the clutches of tradition.

> Is it possible for a student to go through the program and not be crippled by schools of thought? Is it possible for him rather to construct his own and still be in communication with others and sensitive to them? The faculty can help by revising its assumptions about grades and courses. The examinations now are relevant, but not necessary.

Suggestions which dealt with the graduate program mentioned the "prior question," and the need for diagnostic

instruments prior to the examination:

> Perhaps we should have different types of Doctor of Education degrees.

> We need to formulate a philosophic conceptual theory.

> We are trying to do too much in the doctoral program. Doctoral students should not be in the same mold.

> The faculty controversy is over the fundamental purpose of the degree. (Two responses) The philosophic difference is whether the program is to develop a person in all areas, or take a generalist and turn him into a specialist.

> There is wide difference among the faculty on what should be in the common core. We will not get general areas defined until we reach more consensus on core. (Two responses)

> The question is whether the function of the program is to produce generalists or to stimulate creativity and uniqueness. Great leadership stems from the latter rather than from the core.

> Part of the problem is the pattern of program we are following. The faculty would like to do some impossible things.

> We need more adequate diagnostic information. (Three responses)

> The Graduate Record Examination is shaky ground to depend on for selection.

> The Graduate Record Examination is not diagnostic. We need many instruments, plus sociological information.

> Now there's not much to go on except to guess his competencies from his background and the courses he has had, and then to supplement these by interviewing.

> At entrance, we should try to diagnose the kind of person the student is, not what he knows. I think we should make it legitimate and say frankly, 'We're concerned about you as a person, a future educator, and if you don't know something, we'll see that you get to know it. Or even if you don't, it doesn't matter if you're the right kind of person.' There are a lot of excellent scholars, but not professional educators. The scholars can get their doctorate elsewhere.

>> Related to diagnosis is the problem of predicting

successful performance earlier in the program:

> I'd change the timing of the examination.
>
> We should have some measure before the examinations to encourage the student.
>
> My conception of guidance is strict acceptance and then more freedom, not watching with a critical eye. Most students have high motivations and we could let them go on their own. The only way to induct the student into a high degree of professionalism is by working closely with him. I think we could develop a superior program with adequate selection procedures.
>
> We should assume that these people, after they have been admitted, are of good quality, and then not attempt to examine them.
>
> We don't respect students enough. They will read and become sufficiently professional through the pleasure of stimulating information.
>
> The difficulty is that, in the face of our value conflict, no one of us in his right mind would want the responsibility of saying that a student couldn't make it.

Revision for some faculty respondents would begin

with changes in course and grade requirements of the

graduate program:

> Courses should have more depth. Too many of them are introductory at the master's level. We should give fewer A's.
>
> I think we should have no course requirements, except as directed toward the student's program. We could eliminate grades, and substitute examinations and faculty opinions.
>
> We should have more courses which present differences in theoretical positions. If necessary, we could sacrifice instead some of the engineering courses.
>
> The student should have more training in learning theory and educational psychology.
>
> I'm concerned about the organization of graduate work into courses.

One of the issues is whether competencies come from courses.

In addition to the preceding responses dealing with the doctoral program, many faculty members suggested changes in the examination procedure. The most frequent suggestion was placing the examination in the hands of the student's supervisory committee. Another suggestion was omitting the examination entirely, and substituting other evaluations of the student.

Ten faculty members would prefer that the examination be conducted by the supervisory committee. The reason most often given was that the examination could be "tailor-made" for the individual. Objections to a supposed reluctance to trust the supervisory committee were voiced:

We tend not to trust the committee. We have too many rules and regulations to check on them. But no course or examination can determine whether a person is a good student.

There is fear that a committee would be soft-hearted or not equally fair. In earlier days, some committees might have been weak, but this is not true now. Personal feelings do come in, but this is good; I have little respect for equal standards. We should be developing specialists who can be making outstanding contributions in many facets of education, rather than what is preconceived. We may lose our leadership.

The fundamental error we make is fearing that the supervisory committee might be too easy. (Two responses)

This business of policing! If anyone of us had a grape-vine to God, then suspecting a committee would be warrantable. But we talk loud about professional integrity and academic freedom!

My major concern is to tailor each examination more
specifically with what the student is doing. (Three
responses) We tend toward conformity.

The crux of the problem is the idea that you cannot
trust a committee. The element of distrust is out of
harmony.

You can't operate a graduate program by trying to set up
certain kinds of punitive measures to keep the faculty
in line. You either have to trust the professors to
do the right thing, or you may as well quit. The
trouble with most graduate programs is one rotten ap-
ple. He should either be fired or kicked off commit-
tees.

In addition to the suggestion that the supervisory

committee be responsible for the examinations, suggestions

for a change in procedure which appeared once or twice were:

I'd suggest no examination. Or why not give the Ad-
vanced Education Graduate Record Examination for a
final? We should work on a challenging, stimulating,
sometimes pleasant program.

We could substitute course grades and the committee
recommendation for the examination.

We could have a trial run of a dissertation. (Two re-
sponses) There should be a way to find out if the
student has this ability.

Include an objective section.

Restore again the question on research. Guidance could
be tested by application to other areas.

Graduates are going out with attitudes toward guidance,
reflecting faculty members who may not recognize gui-
dance as a special area.

Minor revisions in the present procedure dealt with

the work of the examination committee in coordinating the

sections of the examination and with the grading:

There should be more coordination in developing the
examination.

There should be stricter supervision of questions to
keep from too much emphasis on specialization. Maybe
the student should list his department along with his
code number.

The general examination should not be divided into com-
partments. Maybe the areas could be arranged to be
more functional. Departments are not really discrete,
and should overlap. (Two responses)

We should get together and organize the examination,
rather than piecemeal construction.

There is need for the examination committee to take the
leadership, since the examination serves all of the
College. Questions should be kept in line with a
well-formulated, fairly specific policy.

I don't think the examination synthesizes or interre-
lates--not the way it is carried on. (Five responses)
The committee may look for synthesis, but it is frag-
mentary from area to area.

There is too much pressure for fast scoring.
Maybe the time of waiting could be cut down.
The faculty should read immediately.

The graders who write the questions should have time to
prepare, maybe to write the questions throughout the
entire year.

Within the present framework, and without making re-

visions in the procedure, several faculty respondents sug-

gested means for improved communication. One respondent saw

a need for graduate counseling:

There is need for more group counseling in program plan-
ning, in examination preparation, and in understanding
the relationship to the chairman. I don't know if the
counseling should be organized formally or informally,
but it should be such that students do not need to de-
pend on the grapevine, and that they have someone to
whom they can talk. The examination then would be
less a hurdle, and more a guide and tool for develop-
ing their own competencies.

The student should understand the history of the program.

The student ought to see the rating sheet. (Three re-
sponses)

More understanding on the student's part would make the
examination less demoralizing.

We should have a lounge for faculty and students for in-
formal chats. The students would learn more philoso-
phy than in the classroom. The faculty could make
time.

Each department should list their recommended textbooks.

Student Suggestions

Like the faculty respondents, student respondents

supplied suggestions on various levels. Some of the com-

ments dealt with changes in the program, some with major

changes in the examination procedure, and others with minor

revisions in the present procedure.

Suggestions which dealt with the graduate program

mentioned the need for diagnostic instruments and earlier

attempts at synthesizing knowledge:

B-We need an earlier, diagnostic measure, not a screen-
ing. (Three responses)

The earlier diagnosis should be by the committee.

B-There could be a course of study leading first to the
specialist degree. Then the committee could decide
whether to recommend that you go on.

They should choose the candidate carefully, rigorously,
then help him grow. The committee should then work
closely with him. It is their responsibility once
they have accepted him.

I began to see the connections when I began studying for
the examination. If this had been earlier for me,
classes would have been more meaningful.

There's no apparent relation between course work and the
examination in the student's mind. The student should
understand earlier the importance of the examination,
and the skills needed in the examination should be
clarified.

Synthesis is a necessary step for doctoral development.
Some students here still lack it. They are the ones
who say they see no need for other areas.

The examination should be correlated with experience and
all academic work.

Some students suggested changes in the courses or in

the value of course grades:

B-Course grades would be a better index of ability.

The examination would not be necessary if they trusted
course grades and committees.

All courses should prepare the student for the examina-
tion. Otherwise he takes some for technique.

Some students suggested placing the administration

of the examination in the hands of the supervisory committee:

B-The supervisory committee knows the student better.
The College doesn't know his background. Anyway, the
supervisory committee admits him.

The examination should be written for the student by his
committee, after the committee has been chosen with
great care.

It is necessary to trust the supervisory committee.
Their evaluation would make the examination unneces-
sary.

The supervisory committee could design the examination
for the individual.

The supervisory committee should keep in mind the indi-
vidual goals, and test for application.

If the student-teacher ratio were lower, the super-
visory committee would have more time, and the exami-
nation would not be necessary.

B-The student could maybe volunteer for an oral exami-
nation. Talking helps the student to make his point.

One student objected:

B-The examination by the supervisory committee would in-
volve more empathy, more coaching, more personality
factors.

Students mentioned the advantages of seminars:

B-If the faculty wants the examination to mean some-
thing, there should be a seminar with the faculty mem-
bers guiding, not teaching.
B-The reason given for residence is close personal rela-
tionship with the faculty. Where is it? I have it
only with my chairman. They should spend less time
with each other, and more with us--maybe a seminar
once a month.
Maybe a graduate seminar monthly, the first semester of
advanced study, so that the student could begin to see
the total program.

Students wanted more help in preparation:

B-The committee should be responsible to see that you
are prepared.
B-There should be enough faculty empathy to express con-
cern, and efforts to help the student prepare.
The committee should face the reality of this hurdle,
and set up the program in terms of helping the student
pass--although this is not the intent of the program.
Courses and notes should be taken with the examination
in mind. The theory is that the examination takes
care of itself.

There was mention also of a need for information:

B-I would like to hear the real reasons for the examina-
tion from the faculty. They could be a motivating in-
fluence. The faculty doesn't realize how much we
learn from them informally.
Information comes to us wrong.
We need a more effective graduate center. The faculty
lacks empathy. It is routine for them, but important
for us.
We need orientation when we begin the program. It could
be from the graduate office. It could even be writ-
ten, if it were followed up.

We need something from the faculty other than coaching
or scuttlebutt. It could be College-wide, but it
should be early. The handbook is fine as far as it
goes.
Information would help ease the physical strain.

Recommendations

In Chapter VI, reference was made to a research
project, co-sponsored by the Graduate School of Education at
Harvard and the Harvard Laboratory of Social Relations, in-
vestigating the relationship of school board members and
school administrators. Among other suggestions for im-
proving the relationship, Gross[1] recommends a clarification
of "ground rules," a written statement of them, and the es-
tablishment of channels of communication. The writer's rec-
ommendations will include these three steps for an improved
relationship among faculty members and students of the Col-
lege, and also particular recommendations for faculty mem-
bers and students.

---

[1] Neal Gross, "Easing Strains and Tensions between
Superintendents and Board Members," The Nation's Schools,
LVI (October, 1955), 43-47.

Recommendation 1: Clarification
of "Ground Rules"

It is recommended that all faculty members who have
any contact with graduate students arrive at a clarification
of the purpose of the examination which can be accepted by
all. Before this clarification is possible, faculty members
need to recognize frankly that many of their differences are
based on philosophic differences regarding the purpose of
the doctoral program. Consideration of basic differences
must be postponed, or excluded from the present topic of the
examination; the decisions of the administration or a poli-
cy-making body could be accepted temporarily.

Clarification of the purpose of the examination will
require a frank, open exchange of opinions, possible only in
an atmosphere of mutual respect and with a sincere desire
for understanding. Faculty members will have to recognize
and be willing to examine any previously held positions,
either personal or professional, which are barriers to such
discussion. They will have to carry on the discussion with
the hope of reaching agreement, using all of their indi-
vidual knowledge of the problems of human relations and com-
munication.

It is further recommended, once such clarification

of purpose has been made, that all faculty members accept it
professionally, exhibiting a united front in their contacts
with graduate students.

Recommendation 2: Written Statement of Purpose

It is recommended that a short, clear statement of
the purpose of the examination be written and available for
all to see. The statement could include details of scope,
of depth, of criteria for judging, or of any other aspects
of the examination on which the faculty agree. The state-
ment could also include specific emphases of separate de-
partments and their lists of recommended readings.

Recommendation 3: Improvement of Communication

It is recommended that attempts be made to improve
communication among faculty members and to establish chan-
nels of communication between faculty members and students.
Providing time and opportunity for both formal and informal
discussions, and sharing information among departments will
be necessary for the improvement of communication within the
faculty. The establishment of channels of communication be-
tween faculty members and students could take several forms.

An orientation program is recommended for the student after he has been admitted to the Advanced School. The program should be administered by a College-wide agency so that students are receiving the same information. The program should include both formal and informal opportunities for communication, and both written statements and oral explanation of such statements.

A year-long seminar is recommended during the year of residence, specifically for the purpose of aiding the student in synthesis of his course work and his individual study. The seminar could be given for any number of hours of credit, or for none. Suggested is a first semester course without credit, largely for orientation, followed by a second semester course with credit, patterned after the present ED 750 (Seminar: Education for Today).

It is recommended that the members of the student's supervisory committee, particularly the chairman, be sensitive to opportunities for communication with the student on other than a superficial level.

Recommendation 4: Faculty Consideration
of Student Responses

It is recommended that faculty members consider the
possible implications of three situations revealed by the
stated perceptions reported in this study: the similarity
of student responses to faculty responses in some aspects;
the contrast of student responses to faculty responses in
other aspects; the problem of interpersonal relations be-
tween threatened and "threatening" individuals.

It is recommended that faculty members recognize
that student opinions are reflections of faculty opinions in
several responses: the purpose of the examination, the
methods of preparation, the qualities which the examination
validly measures. The pattern of similarity in faculty and
student responses cannot be explained by coincidence. Dis-
agreement among faculty members, even though professional,
is reflected as confusion both among students and within the
individual student.

It is recommended that faculty members recognize
that student opinions are independent of faculty opinions
in several responses: the synthesis among the areas, the
importance of conformity as an extraneous variable, the wis-
dom of separating the general from the special section for

the alleviation of anxiety, the effect of bias of the grader, the extent and wisdom of identifying the student writer. It is recommended that faculty members seriously consider student opinions on synthesis and conformity and the implication that such opinions have on the amount of information given the successful student about his performance.

It is recommended that faculty members recognize the many fallacies in the reasoning of the anxious student, particularly as they refer to the "threatening" faculty member or the examination situation. It is recommended that faculty members refrain from casual remarks which the student can exaggerate or distort, particularly those remarks which can be interpreted as questioning the motives of other faculty members or departments, the validity of the examination, and the reliability of the graders.

Recommendation 5: Faculty Consideration of Faculty Responses

It is recommended that faculty members consider the possible implications of the responses reported in this study which deal with the extent and areas of their greatest agreement and disagreement and the importance of the

faculty member's department of instruction as a pertinent variable.

It is further recommended that faculty members consider their suggestions in the light of the conclusions of this study.

Recommendation 6: Student Consideration of Responses

It is recommended that students consider the data reported in this study with attention to two aspects: the fallacies in their reasoning and the force they exert on others in interpersonal relations.

It is recommended particularly for preparing students that they recognize that the anxiety of the approaching examination is likely to distort their perceptions and their intellectual processes. The kind of help which the preparing student seeks from his chairman and possibly other faculty members should not be limited to direction for study; he should seek help also in controlling his distorted reasoning and his emotional responses of suspicion and doubt.

It is recommended that successful students recognize that their previously held opinions during the examination period may have been distorted, and also that their approach

to the writing of the dissertation may require a reorgani-
zation of their mental processes. If one of the inherent
weaknesses of an examination is the development of a con-
formity pattern, it does not necessarily follow that the
dissertation will not provide opportunity for creativity.

It is recommended that both preparing and successful
students become sensitive to the destructive effect that
they may have on other students, and that they refrain from
communicating hearsay and half-truths carelessly.

Suggested Areas for Further Study

It is recommended that further study be conducted in
the following areas:

1. The delayed effect on the student of the anxiety of
   the examination and the examination procedure.
2. The permanence of the qualities measured by the ex-
   amination.
3. The relationship between the student's department of
   instruction and his performance on the examination.
4. The relationship between the student's performance
   in his area of specialization and other areas.
5. The extent and manifestations of anxiety which exist
   in other graduate schools.

APPENDIXES

APPENDIX A

DIVISION OF POPULATION GROUPS

The thirty-four faculty respondents can be classi-fied into the following divisions:

1. Department of instruction: Administration, 3; Curricu-lum and Instruction, 14 (Elementary, 6; Secondary, 8); Foundations, 10; Personnel Services, 3; administrative offices, 4.

2. Professorial rank: Professor, 22; Associate Professor, 7; Assistant Professor, 5.

3. Kind of work performed on doctoral committees: chair-man, 20; chairman or member of supervisory committee, 32.

4. Kind of work performed with the examination: writer/grader, 25.

5. Extent of experience in time with the doctoral program: six or more years, 24; five years or less, 10.

6. Extent of experience with the doctoral program in other colleges: experience in other colleges, 10.

The forty-one student respondents can be classified into the following divisions:

1. Degree and specialization area: Administration, 8; Curriculum and Instruction, 17 (Elementary, 5; Secon-dary, 12); Foundations, 6; Personnel Services, 10.

2. Number of attempts at completing the examination: num-ber making more than one attempt, 3.

3. Distance in time from the anticipated attempt of the examination: one month or less, 7; six months or less, 11; one year or less, 6; more than one year, 1. (Total number of preparing students: 25, including 11 respondents also counted in the succeeding division.)

4. Distance in time from the successful completion of the examination: one month or less, 6; six months or less, 10; one year or less, 10; more than one year, 1. (Total number of successful students: 27, including 11 respondents also counted in the preceding division.)

5. Announcement of results of the examination: number completing the examination and waiting the announcement of results, 6.

GUIDING QUESTIONS FOR COLLECTION OF DATA

Questions are presented as they were phrased for faculty respondents. They are repeated in parentheses if the phraseology was substantially changed for student respondents.

Questions numbered ten through fifteen were omitted from the interviews of faculty members who were not graders of the examination. Questions numbered eight through fifteen and eighteen through twenty-two were omitted from the interviews of preparing students.

1. What do you see as the purpose of the examination? (What do you think is the faculty's purpose?)

2. Do you consider preparation for the examination in planning the student's program? (Do you think the examination was considered when your program was being planned? Do you think that it should have been considered?)

3. Do you approve of the present five areas? Would you add or delete any area?

4. Do you think the examination could be given earlier?

5. Would you approve of an objective examination? (Would you prefer an objective examination?)

6. How do you advise students to prepare? (How did you prepare for the examination? How would you advise another student to prepare?)

7. What do you think the examination measures?

8. What extraneous factors, or variables, do you see as affecting the validity?

9. To what extent do you think the bias of the grader affects reliability?

10. To what extent do you follow the criteria listed on the rating scale? (Do you know the criteria for grading the papers?)

11. To what extent do you grade a given set of papers comparatively? (Do you feel that you were graded by comparison?)

12. Do you feel that student writers have sometimes identified you as a grader? (Did you consciously write with a particular grader in mind?)

13. Do you think the grader should be identified by name to the student writer?

14. To what extent are you able to identify the student writers? (Do you feel that your paper was recognized by the grader?)

15. Do you think the name of the student should be used in place of the present code number?

16. Do you think that students talk to you freely about the examination? (Have you talked to faculty members about the examination? Your chairman? Your committee?)

17. Do you discuss the examination freely with other faculty members? (Do you discuss the examination freely with other students? What has been the source of your information about the examination?)

18. What manifestations of anxiety have you observed in students? (Were you upset about the examination? In what way?)

19. What do you think causes, or intensifies, the anxiety?

20. Do you share the student's anxiety? If so, do you try to hide it? (Do you think the faculty shared your anxiety?)

21. How do you attempt to alleviate the student's anxiety? (What did you do when you felt you were becoming anxious? What helped you to control your anxiety?)

22. What do you suggest for further alleviation of anxiety?

23. Do you have any suggestions for changes in the examination procedure?

24. Are there any other comments you would like to make?

SAMPLE QUESTIONS FROM EXAMINATIONS GIVEN
BETWEEN JUNE, 1958, AND SEPTEMBER, 1959

Administration

The Tenth Amendment of the Constitution of the
United States reads as follows: "The powers not delegated
to the United States by the Constitution, nor prohibited by
it to the States, are reserved to the States respectively or
to the people." This provision of the Constitution has been
generally interpreted to mean that public education is a
state responsibility. Despite this fact the federal govern-
ment has provided numerous kinds of financial aid to public
education and also exercised some important controls over
public education. Furthermore each of the states has dele-
gated much of its responsibility for public education to
local boards of education.

1. Name and discuss five examples of federal fi-
   nancial aid to public education.

2. Name and discuss three examples of federal con-
   trol over public education.

3. What general powers and responsibilities for
   public education are:

   A. Usually assumed by the states?

   B. Usually delegated by the states to local
      boards of education?

Curriculum and Instruction

1. For the past several years there have been articles appearing in professional and lay magazines comparing Soviet and American education. These articles imply a knowledge of curriculum on the part of laymen and professional educators. Because of these articles and the discussion of educational issues, interest has been aroused in examining the soundness and effectiveness of American school programs.

   a) If you were on a panel in your community to discuss the curriculum (K-14) in your schools, what would you emphasize and why?

   b) To what sources would you refer any inquirers for further information and understanding?

2. With reference to your own field of special interest, what changes in the school program do you think should be made? Explain and defend your position.

History and Philosophy

Answer any _two_ of the following questions:

1. Some states have added a five year program of teacher education to existing three and four year programs. From your knowledge of history of education what would you anticipate in these states in respect to enrollment, certification, teacher status, salary, and other aspects of teaching accompanying this new program? What historical parallels lead you to these conclusions?

2. Most people today accept teaching pupils to think as a desirable aim of education. Sharp differences, however, occur when the question is asked of what a person does when he thinks and how one learns to think. One of the most influential conceptions has been Dewey's description of the complete act of thought. What are the steps in this process as described by Dewey? How does this differ from the theory of formal discipline?

3. The educational systems of today are increasingly being
   filled with "accelerated" courses, "enrichment" courses,
   more "solid requirements" and the like. These changes
   could be based on either (1) a conception of education
   as preparation for the future, or (2) a conception of
   education as growth through the reconstruction and re-
   organization of experience. Consider that some particu-
   lar school system has decided to adopt these innovations.
   Show what differences it will make in the organization
   and operation of these innovations whether education as
   preparation or education as growth is chosen as the
   guiding theory.

Psychological Foundations

1. Discuss the inter-relationships between physical growth,
   social maturity and the child's perceptions of self and
   "other" from infancy through adolescence.

2. Select any approach to learning theory and show how this
   approach may be utilized in classroom teaching. Cite
   specific examples.

Sociological Foundations

In Public Education in America, edited by Bereday and Volpi-
celli, the question is raised: "How can the public school
develop an ordered and consistent program of education, ca-
pable of nurturing rational, wholesome, and integrated per-
sonalities, in a society in which there is a considerable
degree of conflict and confusion about the intellectual and
moral principles definitive of the public welfare?"

Different groups have proposed different answers to this
question. Three proposals follow:

1. The school should confine itself to the teaching of
   objective and verified knowledge and of those values
   and beliefs which are acceptable without question to
   the American people.

2. The intellectual and moral premises of society and of education must be based on the tenets of a great religious faith.

3. Society and education should be integrated in terms of the values and beliefs inherent in the Western tradition.

Examine the adequacy of each of these three proposals as an answer to the question raised in the first paragraph.

Research and Statistics

Part I

What would you consider the principal requisites for a research project? If you wish you may present a suitable project as an example and answer this question within the framework of your example. Be sure that your answer is directed toward the general question, however, and not restricted to your illustration.

Part II

Read carefully!! Three research situations are given below. Following each one are numbered statements concerning that situation. Read each situation; decide whether or not each of the statements following it is acceptable to you. In deciding whether or not each statement is acceptable, you are to consider only the information and data contained in the description of the situation and not other research that may have bearing on the problem.

If the statement appears to you to be well supported by the information and/or data contained in the description of the situation, write "agree" in the blank to the left of that statement. If the statement appears contrary to the data, write "disagree" in the blank. If you feel that the statement could possibly be justified, but because of insufficient data you cannot be sure, write "uncertain" in the blank.

In addition, explain your position. If you have marked
"agree," state why, giving the data supporting your agree-
ment. If "disagree," state what contrary evidence deter-
mined your decision. If "uncertain," give the main reasons
for your uncertainty.

A. ⎽⎾Omitted⎽⏋

B. ⎾Omitted⎽⏋

C. Miss Jones and Miss Smith taught fifth grade. They
differed markedly in their beliefs regarding the best
methods for teaching arithmetic. Consequently, they de-
cided to do some research with their classes to prove
their beliefs.
　　Miss Jones emphasized drill for speed and accuracy
in number combinations, used workbooks, and gave home-
work.
　　Miss Smith did not use any drill, workbooks, or give
homework. She designed her arithmetic lessons to em-
phasize the use of arithmetic in solving real problems
and in daily living.
　　At the end of the term, both groups were given a
standardized test in arithmetic. The mean grade
equivalents were as follows:

　　　　Miss Jones' group　(N = 30) = 6.5
　　　　Miss Smith's group　(N = 31) = 6.0

From these data, one can feel assured that:

_____ 1. Miss Jones' methods were more effective than
Miss Smith's in teaching arithmetic.

_____ 2. Their research was well-designed.

_____ 3. Miss Smith's group performed less well on the
achievement test.

APPENDIX D

                                        Date_____

From: The Office of Graduate Studies in Education
Re: Procedures and Responsibilities for such chairman in
       connection with these examinations.

Name of Student
Taking Examinations:_____For_____
                                        (Semester and Year)

Please note that it is your responsibility to:

   (1) Arrange minor field examination(s), if there is a
        minor (or minors). Fix time and place with repre-
        sentatives of minor field(s) and notify student of
        these arrangements.

   (2) Arrange for oral examination as the concluding ex-
        amination in the series. Notify student, this
        office, and each member of the Supervisory Commit-
        tee of the time (day and hour) and place (building
        and room number), at least 10 days in advance of
        examinations. The Dean of the Graduate Division
        and Dean of the College of Education will be duly
        notified by this office.

   (3) Define clearly the scope of the field of speciali-
        zation examination with the head of the department
        or area of specialization, and with the student.
        This is especially important where there is a
        field of specialization within the student's de-
        partment or area of specialization.

   (4) If special questions are to be prepared for part or
        all of the specialization examination, make sure
        that these questions reach this office by Monday
        preceding the examination which is scheduled for

                            287

Wednesday. It is the responsibility of the Chairman to make any necessary arrangements or clearance with the head of student's department or area of specialization regarding the fitting together of special questions with departmental or area questions and the allocation of certain questions for morning session and other questions for the afternoon session.

(5) Stress importance of papers being written in ink or typed, preferably on good quality white paper. (Some readers have indicated that in the future they will refuse to read papers written in pencil.) If student prefers to use typewriter, this office must be notified 10 days in advance of examination so that special room reservation may be made.

The attached <u>schedule</u> of <u>examinations</u> gives the dates for the General Professional Examination which all students take on Monday morning and afternoon and on Tuesday morning; for the field of specialization examination which all students now take <u>at</u> <u>one</u> <u>place</u> <u>and</u> <u>time</u> on Wednesday morning and afternoon; and for the period during which the minor examinations and oral examinations are normally scheduled.

The report of the oral examination and of the qualifying examinations as a whole is now made on a special form (GSE 135W). No other report is required or necessary. This form is prepared with carbons in place so that all members of the Supervisory Committee may sign the report.

GSE 135QM
7/58
Copies to: (1)____Chmn. Stdnt's Cmty w/GSE 70 for appropriate semester
(2)____Student with GSE 70 and GSE 135 QI
(3)____Chmn. Stdnt's Dept. of Spec. if different from 3 & 1 with GSE 70
(4)____Chmn. Area Spec. (if diff. fr. 1 & 3 w/70
(5)____Gr. Sch. Dean
(6)____GSE

NOTATIONS TO STUDENTS REGARDING DOCTORAL
QUALIFYING EXAMINATIONS

The general professional examination which you will take is
intended to sample your knowledge in the following areas:
(1) human development and educational psychology, (2) school
administration, (3) history and philosophy of education, (4)
socio-economic foundations of education, (5) curriculum, and
(6) educational research and statistics.

The procedure followed in preparing the examinations begins
with the nomination of people to prepare questions by a
small committee approved by the Graduate Committee to serve
for one year.

Twelve people are selected by this group to prepare ques-
tions, two persons for each of the six areas named above.
The people usually operate as a team in writing the ques-
tions. These are intended to sample knowledge which it is
expected should characterize not the specialist in the area,
but all students who get the doctor's degree in education at
the University of Florida.

These questions are submitted by the writers to the Examina-
tions Committee. This Committee reviews the questions.
Sometimes more than one question is submitted by each team.
In this case, questions are chosen from those submitted, or
sometimes questions are shortened if, in the judgment of the
committee, they would require too much writing time.

The questions are then put in three sets of two. The sets
are assigned to each of the three writing sessions. An at-
tempt is made to get sets which will be about equally diffi-
cult and take about equal writing time. If submitted ques-
tions are not clear to the committee, or if there is too
much overlap in content called for, the writers are some-
times asked for clarification, revision, or even new ques-
tions.

After the examinations, the teams of two who prepared each question give their questions independent reading and evaluations. A rating scale is used for this purpose. These evaluations finally come back to the Chairman of the Examinations Committee, who summarizes them for presentation to the whole committee. The committee then meets and considers each candidate's evaluations separately and decides whether or not to recommend that the candidate continue for the oral examination.

CFD:ram

135-I (5/59)

May 24, 1960

MEMORANDUM

To: Dr. _____
        Dr. _____

From: Charles R. Foster, Assistant Dean

Re: Preparation of Questions for EDD Qualifying Examina-
        tion, General Professional Section, June, 27, 28,
        1960.

At the request of the Committee on the EDD Qualifying Exami-
nations, I am writing to ask you to prepare one question in
the area of SOCIAL FOUNDATIONS.

Please work together on this question, since the Committee
feels that the examination will be stronger if each question
used is the work of a team. The committee would like to
follow the custom of previous years in asking that you also
be prepared to read the candidates' answers to your question
after the examination has been taken.

It should be noted that the questions we are now developing
will be used in the General Professional Section of the
Qualifying Examination. For that reason, it should be borne
in mind that these are to be "general" questions and that
the knowledge expected of the student is not that of the
specialist, but rather what could reasonably be expected of
any graduate student at the doctoral level.

In order that your questions can fit in with the rest of the
examination, it is suggested that you think of the answers
requiring not less than one hour in general, or more than
one and a half hours.

Please submit your question (five copies) to room 134-A <u>not later than 5:00 P.M. on Tuesday, June 21</u>. The Committee will meet to edit and assemble the examination on the following day.

The Committee has requested that you keep your relationship to this examination completely confidential.

APPENDIX G

RECORD OF CANDIDATES ON THE GENERAL PROFESSIONAL COMPREHENSIVE
EXAMINATION FROM SUMMER, 1956, THROUGH SUMMER, 1960

Date of Examination	Number Taking	Number Passed	Number Failed	Number Passed on Second Attempt	Number Failed on Second Attempt
1956-Summer	3	3	0		
Fall	8	4	4	2	0
1957-Spring	1	1	0		
Summer	7	5	2	1	1
Fall	4	4	0		
1958-Spring	6	6	0		
Summer	4	3	1		
Fall	13	11	2	1	0
1959-Spring	8	7	1	1	0
Summer	8	8	0	1	
Fall	7	6	1	1	
1960-Spring	10	9	1	(Insufficient time for second attempt)	
Summer	6	6	0		
TOTAL	85	73	12	6	1

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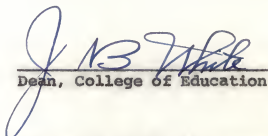
BIOGRAPHY

The writer was born in Tappen, North Dakota, on April 23, 1918. Her undergraduate study was done at the Valley City State Teachers College, Valley City, North Dakota; her graduate study at Teachers College, Columbia University, and the University of Florida. She received the degree of Bachelor of Arts in Education in 1938 and the degree of Master of Education in 1956.

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August, 1960

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